College & Research Libraries

November 1962
Vol. 23, No. 6

PUBLISHED BY THE ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES, A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION

College and Research Libraries

Richard Harwell, *Editor*
Mrs. Mary Falvey, *ACRL Publications Officer*

Editorial Board: PETER DEMERY, University of Washington; DAVID KASER, Joint University Libraries, Nashville; W. PORTER KELLAM, University of Georgia; FLORA B. LUDINGTON, Mt. Holyoke College; ELI OBOLER, Idaho State College; BENJAMIN RICHARDS, Kansas State Teachers College; MAURICE TAUBER, Columbia University School of Library Service.

College and Research Libraries, the official journal of the Association of College and Research Libraries, a division of the American Library Association, is published bimonthly—January, March, May, July, September, November—at 1407 Sherwood Ave., Richmond 20, Va.

Subscription to *CRL* is included in membership dues to ACRL of $6 or more. Other subscriptions are $5 a year; single copies, $1.25.

Production and Advertising and Circulation office: 50 East Huron Street, Chicago 11, Illinois. Change of address and orders for subscriptions should be addressed to *College and Research Libraries*, at the above address, at least three weeks before the publication date of the effective issue.

Manuscripts of articles and copies of books submitted for review should be addressed to Richard Harwell, College and Research Libraries editor, Bowdoin College Library, Brunswick, Maine. Material for the news sections should be sent to *CRL*, 50 E. Huron St., Chicago.

Inclusion of an article or advertisement in *CRL* does not constitute official endorsement by ACRL or ALA.

Indexed in *Library Literature*. Abstracted in *Library Science Abstracts*.

Second-class postage paid at Richmond, Virginia, and at additional mailing offices.

Contents

November 1962 Volume 23 Number 6

Full-Size Copies in 30 Seconds!

Thanks to the new Microcard Copier, you can now enjoy all the conveniences of the Microcard system and still have full-size copies when you need them. This new Copier, a major breakthrough in the micro-reduction field, will make large (8½ x 11) positive copies directly from the images on a Microcard without any additional equipment.

Combining push-button simplicity with quality performance, the Microcard Copier is fully automatic and the sharp black and white photo-copies it produces will last 10 years or more. For more information on the new Microcard Copier, write to:

microcard

MICROCARD®
READER
CORPORATION

MANUFACTURERS OF MICROCARD READERS AND COPIERS / WEST SALEM, WISCONSIN

"This Is, Indeed, the Heart of the Matter"

By JAMES F. GOVAN

Mr. Govan became Librarian of Trinity University, San Antonio, Texas, in 1961. He took his doctorate in English history in 1960.

UNDERGRADUATE EDUCATION in this country today faces two serious problems, either one of which singly would pose difficulties of almost unmanageable proportions. On the one hand, it must shortly provide for great increases in enrollments, and on the other, it must improve its quality. This dual challenge has already produced voluminous discussion in academic circles, and bids fair to be the center of educational controversy for an entire generation.

Usually these two problems are discussed separately, for few proposals comfortably combine solutions to both. There is a real danger that the pressure of increasing enrollments will demand accommodation at the expense of any effort to raise standards. As Robert Downs has warned, the tendency may well be to take the line of least resistance, to dilute instruction, and to resort to methods of mass communication.[1] Certainly much of the discussion thus far justifies these forebodings. Too often it has centered around the idea of extending the range of the instructor's voice through television. This plainly would accommodate larger numbers of students. That it would raise the quality of instruction is much less certain.

Unfortunately, our present instructional methods lead naturally to this line of reasoning. For these proposals merely assume the perpetuation of the lecture system in its present form and ubiquitousness. This is not the time or place to go extensively into the virtues and vices of that system of instruction. But whatever its deficiencies in the past, it is clear that there are more to come. For one thing, the burden, already unwieldy, of providing new and qualified faculty promises to become crushing. Moreover, as the demand for faculty mounts in relation to the supply, it is inevitable that the larger and richer institutions will draw on the smaller and poorer ones. *The New Republic,* in a recent editorial discussing this inequity and its results, aptly labeled the victims of these raids on faculty personnel "the intellectual slums" of the future.[2] To a certain extent, this attrition of small institutions has already begun, and no proposal leaving the lecture system unchanged will solve it.

What, then, is to be done? More independent study by undergraduates seems inevitable. The question is what form it is to take. A substitution of the printed word for the spoken word, of reading by the student for at least some of the lectures on which we rely today, seems to offer the best solution. A number of librarians have already pointed out in the journals of the profession that a technological invention of the fifteenth century, the printed book, still outstrips all others when it comes to imparting information and developing critical judgment.[3] One of the great deficiencies of our instruction in the past has been our failure to assign a more prominent role to the book, and we now have an opportunity, perhaps, to expand that role in higher education.

1 Robert B. Downs, "Crisis in Our University Libraries," *CRL,* XXII (1961), 10.

2 "Intellectual Slums," *The New Republic,* March 27, 1961, 3.

3 See, for example, Frederick Wagman, "Library Requirements of the Modern College," *The Library Quarterly,* XXXI (1961), 38; and Wyman W. Parker, "College Library Standards and the Future," *CRL,* XIX (1958), 359.

Numerous experiments with instruction are going on in our colleges and universities, and almost all of them require more independent reading by students. In fact, this kind of course has long been familiar to many campuses in the country. Over the past twenty-five years, the tendency has steadily been in the direction of laying less emphasis on a single textbook and relying more on the library collection through reserve lists, outside readings, and the like. Even in the most provincial institutions, individual instructors give reading courses from time to time. And it is the common practice to require large amounts of independent reading of advanced undergraduates enrolled in courses with graduate students.

The foundation on which to build, then, already exists. The difficulty is that it is merely a foundation. Only our more prominent universities and colleges offer reading courses regularly, and even these institutions normally limit them to honors courses. Yet is there any truly insurmountable obstacle to providing courses for all students on an advanced undergraduate level in which independent reading largely replaces classroom lectures? Why could not reading courses become the normal pattern for junior and senior work as the lecture course has been up to this time?

Under such a program a student, having passed his basic curriculum, would have to attend only one lecture a week and could spend in reading the time he now devotes to preparing for and attending two or more additional lectures. He would receive an annotated bibliography on the subject under study as well as more specialized bibliographies for each week's lecture. Within the scope of these fairly exhaustive reading lists, he could make his own selections and follow his own interests. If the instructor desired, he could arrange periodic consultations with his students, or, if circumstances permitted, assign them to graduate assistants for consultations. He could also require a research paper or not, as he saw fit (although to tie the independent reading entirely to this paper, as some instructors do now, would defeat the purpose of the course). Examinations of the conventional type, but framed to include a variety of individual interests, could still be given.

The above is merely a suggestive outline. Local needs and circumstances would necessarily determine the details of these courses. If it seemed desirable to introduce them as honors courses, for example, they could later be expanded to include all advanced courses, as the student body became accustomed to them. And their adoption, so far from prompting the neglect or abandonment of other forms of instruction, might easily come hand-in-hand with these alternatives. It is quite possible, for instance, that televised lectures by distinguished authorities in a subject, when supported by extensive reading by the students, could greatly enhance the value of the course. But the fundamental and essential point is that books and students come in closer and more constant touch, and that lectures occupy less time for both faculty and students.

The advantages of this program seem to me to outweigh the disadvantages decisively. There is no substitute for the learning process a student alone with a book experiences. It can be argued that this self-education is the only real education. It seems, in any event, an experience a student must know well if he is to continue to educate himself, as we hope he will, after he graduates. The crippling neglect of individual reading and independent judgments in American colleges and universities is familiar to anyone who has worked in an academic library in this country. The lengths to which students will go to avoid reading and forming their own opinions of what they have read is legendary. As Harvie Branscomb pointed out some twenty

years ago in his classic *Teaching With Books,* the instruction that the vast majority of our undergraduates receives not only militates against independent thinking and critical judgment but positively encourages an unquestioning deference to authority.[4] The kind of graduates this education often produces has long been deplored by all who are interested in an educated and informed citizenry. (And this instruction just might go further, incidentally, than the blandishments of television westerns and crime stories to explain the limited reading public in America today.)

It seems essential, consequently, that a "reading course", in the sense being used here, should preclude specific assignments as much as possible, leaving the student free to pursue his interest within the realm of a broad bibliography. Let him rid himself of the tie to one source on every subject he studies: the instructor, a textbook the instructor has selected, or a reserve list of specific outside readings compiled by the instructor. Let him instead follow his individual line of reading, come up against conflicts of ideas in what he reads, and resolve these into opinions of his own.

Lectures, textbooks, and reserve lists simply cannot provide a similar experience. They cannot possibly supply either the variety or the profundity that wide reading in the literature of a subject affords. Under present conditions, the lectures given in classrooms are generally catalogs of basic information which is available in any good encyclopedia and which the student might well acquire before coming to class. Were he to devote these hours to reading, he could easily spend them with the foremost authority in the field rather than with an overworked instructor whose teaching load may compel him to present a highly superficial and pedestrian treatment of the subject.

4 (Chicago: Association of American Colleges—ALA, 1940), pp. 62-63.

It is to be expected that some instructors will resent this innovation, regarding it as unappreciative of their indispensable contribution to the student's progress. This is the very opposite of the true intent and desired result of this proposal. The reduction of the teacher's time in the classroom to one meeting a week, with whatever additional consultations he desires, should permit him not only to keep in touch with the class's progress but will also enable him to perform at maximal capacity at the time he is before his students. The shift of responsibility to the student implied in this program is as important for its benefits to the instructor as for its benefits to the student. The hope is that the time is in sight when a well-trained teacher can abandon the role of taskmaster and disciplinarian to devote his time to acting as guide and critic.

Here may be one of the most valuable rewards to come from a wide adoption of reading courses. The harassed lecturer, relieved of two out of every three of his present lectures, would have the opportunity to prepare a lecture in the true sense of the word. If he met only four classes a week, instead of twelve, say, it is conceivable he would have adequate time to present an interpretive study of the week's work, tying the reading together and stimulating his listeners to further thought on their own judgments of what they have read. Moreover, he could then keep both himself and his students more nearly abreast of recent research and ideas on the subject before them.

The use of good books, no less than the full engagement of the faculty's talents and training, will become imperative as the better scholars on the campus depart for larger and wealthier institutions. A book, it has been repeatedly said, is a permanent acquisition (relatively speaking), requiring no annual salary to retain it. The editorialist of *The New Republic,* by way of sug-

gesting a plan of intellectual slum clearance, concluded that only libraries of adequate size and quality could compensate for the concentration of the better scholars at the larger universities, and provide the necessary "academic equalizer."[5] It is another point made years earlier by Dr. Branscomb, but it is a point which cannot be made too often.[6]

A fundamental change in instruction like this inevitably brings problems in its train. First, there is the providing of books in sufficient quantity. Larger student bodies reading still more books will tax the main library of the campus to the point of collapse. But the extent and nature of this added strain would depend largely on the bibliography and, of course, the size of the classes involved. Liberal use of paperbacks can relieve much of the strain. Already many advanced courses are requiring students to buy several paperbacks instead of a textbook. And it may well be, as Wyman Parker has suggested, that the paperback will surpass microreproduction in its impact on American education.[7]

It seems clearly possible that regardless of the changes in our instructional methods, we may be forced to supplement our present library resources with something on the order of dormitory libraries—made up of paperbacks, perhaps—on a larger scale than we have done on most campuses up to this time. Lewis Branscomb recently suggested that more extensive dispersals of library collections than we have known up to this time will result from larger student bodies. The present trend towards undergraduate libraries in some of our larger universities, as Dr. Branscomb indicates, is a frank recognition of this need to make books more available to undergraduate readers.[8]

5 *Op. cit.*, p. 4.
6 *Op. cit.*, p. 4.
7 *Op. cit*, p. 359.
8 Lewis Branscomb, "Libraries in Larger Institutions of Higher Education," *Library Trends*, X (1961), 188.

But once again, specific arrangements for the provision of books would necessarily follow the dictates of local circumstances. The British universities which have provided books to enable students to "read" for a degree over many generations have long experience in this matter. Undoubtedly they could teach us a lot about it—as could those American universities which have adopted similar programs—and possibly suggest to us some practicable equivalent to the British college and house library.

There will be objections, too, that the American undergraduate cannot stand so nourishing a diet of learning, that he needs more personal attention, guidance, and, above all, coercion to work. This argument still finds adherents despite the evidence against it produced by reading courses and honors programs in our own universities. But to go further, anyone who takes this position, it seems to me, must be prepared to argue that American students innately are inferior to students of other nationalities. For the program set forth here is the normal pattern of instruction in many universities abroad and brings excellent results. I prefer to think that its difficulties in this country stem more from our students' lack of effort and familiarity with it than from any deficiency in their ability.

Oddly enough, this objection sometimes comes from one's colleagues on the faculty. Presumably everyone in academic life has heard the argument. It is a real tragedy that this inclination to keep our sights low has so infected some of the very men and women who are supposed to be engaged in stretching young minds. I recently heard of a movement initiated by certain members of one faculty to reduce the library from fifty thousand volumes to ten thousand volumes in order to prevent the students from being confused over which books they should select! Here, obviously, the one-eyed are leading the blind, and one

may legitimately wonder whether personal attention from faculty members of this persuasion would be of any educational value.

Some students unquestionably will abuse the freedom from close supervision by faculty. But, then, some students manage to resist education successfully under present circumstances. To those who insist that students will not do the work with anything less than three class meetings a week,[9] I submit that such recalcitrants are in for an unhappy time in the future under any program. The mere number of their classmates is not only going to throw them more on their own responsibility but will force more selective standards both for entering and for remaining in school. This is all to the good. We have come dangerously close at times to believing that higher education should and can be forced on a rebellious young adult. The time for a renunciation of this philosophy, where it exists, is past due.

There will be much wailing and gnashing of teeth, no doubt, from the students until they become accustomed to doing more of their own work. Their chief complaint will be that they do not have the time for the necessary reading. But this complaint, when it is valid, results more from a meager acquaintance with books than anything else. So few of our students know how to examine a book properly, how to read discriminately in it from preface to concluding chapter and extract the meat of it in the shortest period of time. This is a skill that comes easily with time and training. It is only reasonable to assume that a period of two or three years or more would be necessary before students become sufficiently acquainted with this new method of instruction to adapt themselves to it without genuine struggle. But after it is established that advanced courses require more reading than listening and that one's education is primarily one's own responsibility, the difficulties will no longer persist and the effect will be salutary.

There are heartening signs that the student of the next decade will have far better preparation for reading courses than students of the past decade had. With the intensification of instruction in our high schools, the entering freshman soon may have many of the basic skills he formerly acquired during his first two years of college. In addition, more and more colleges and universities are encouraging students to acclimate themselves to independent reading through summer and holiday reading lists. If this trend continues, reading courses on the advanced level will soon be entirely consistent with the educational experience the student has had up to that point.

Other issues aside, no other proposal for accommodating the increase in students holds out any hope for continued close supervision of the student. Bookmen should seize this opportunity to put books in their proper place in higher education. The task of proselyting for programs similar to the one outlined above will fall largely and rightly to librarians—and to book-minded teachers. We need now to turn from arguing our case before our own profession and to convince our colleagues on our own campuses. Most faculties have a number of members who are still woefully ignorant of the library's proper role in education. It is, unfortunately, an ignorance to which librarians themselves have inadvertently contributed by repeatedly stating that the library is comparable to the laboratory—an adjunct or a support to instruction. No more erroneous analogy was ever drawn. The library is no specially equipped area where principles and theories learned in a classroom are demonstrated. It is rather the repository of those principles and theories, the

9 For an interesting discussion of this point, see John S. Dickhoff, "Teacher Go Home," *The Saturday Review*, July 15, 1961, p. 52-53.

source to which the lecturer must go before he teaches. This is no adjunct, no support. This is, indeed, the heart of the matter.

Were this truth to become more pertinent to teaching generally, we might expect more assistance from faculty members in educating students in the use of the library—a burden which regularly alarms librarians. If each instructor took it upon himself, as well he might in a reading course, to bring his class to the library and acquaint them with it (as some do even now), the pressure on the library staff would greatly diminish.

There is no point, however, in pretending that this pressure and, with it, the teaching function of the library staff will not steadily grow. This, in my opinion, is inevitable in any case and is a challenge that librarians should welcome. Lately we have shown great concern over the status and prestige of our profession. Much of this problem arises from our stressing the techniques we have developed rather than our knowledge of books, the truly unique contribution we can make to scholarship. It is as scholars that we find acceptance in a community of scholars. There is overwhelming evidence that any librarian whose position obviously demands scholarly proficiency, or who, as an individual, contributes to the intellectual life of the institution rarely decries his status on the campus. What better opportunity, then, could be asked for than that the teaching function of the library grow and the librarian's knowledge of books come more prominently into play?

The time is fast approaching when our institutions of higher education will necessarily modify many traditional forms of instruction and re-examine their fundamental organization and structure. The details of these changes, as important as they are, should take second place in librarians' minds to the overriding value of this opportunity. We should now carry Harvie Branscomb's exhortation to teach with books to our administrations and faculties as never before, providing them at once with a possible solution to the problems of expanded enrollments and an avenue to a higher level of instruction.

Price to Libraries . . .

The owners and publishers of journals, medical and scientific books, perhaps because they have to deal with scholars in medicine, in science, and in teaching, have generally and rightly been considered to be above reproach. [But] recently several practices have arisen which suggest that a corruption of the profit motive has led to abuses which must be halted. . . . The first of these evils is the nasty little habit of charging libraries and institutions a fee of two or more times what an individual subscriber is charged for an essential though perhaps little read journal . . . Libraries . . . have to subscribe to a large variety of scientific journals. Canny profit-minded business managers see in this fixed market a chance to levy a tariff which scholars see only as an outrageous and scandalous corruption of ordinary business transactions. . . . This practice gives an unscrupulous publisher a built-in windfall at the same time it frustrates librarians with a built-in headwind . . . this form of discrimination puts an intolerable handicap upon the libraries. . . . Another [practice] used by some publishing houses . . . is to require prepayment for an unspecified number of issues of a particular journal. In a given year it may vary from one to three, four, or five issues. . . . Libraries with fixed budgets cannot continue their essential function in an orderly way if publishers can levy taxes amounting to several times what the journal costs to a private person.—From an editorial by William B. Bean, *Archives of Internal Medicine,* CX, no. 1 (July 1962), 39-41.

Socio-Psychological Research On College Environments

By DANIEL P. BERGEN

Mr. Bergen has been Associate Librarian of the Abbey Library, St. Benedict's College, Atchison, Kansas, since January 1962.

THE *ALA Standards for College Libraries,* adopted in 1959, are shot through with the reminder that the level of an institution's library services should always be determined with reference to its unique character. The third paragraph of the *Standards* reads: "The standards laid down in this document must always be interpreted in the light of the aims and the needs of the institution of which the library is a part."[1] Yet, what do we, as college librarians, really know about the aims and needs of the institutions which we serve? To be sure, in the colleges of highest academic quality there undoubtedly exists a reasonable student-faculty-administration consensus on institutional *aims,* but even in such colleges there is less likely to be any thorough understanding of institutional *needs.* As one moves to the colleges at the rear of what is euphemistically called the "academic procession," what agreement prevails on aims and needs, catalog statements notwithstanding, must certainly take on a more nebulous quality. In the vast majority of colleges, therefore, there is probably little sense of what W. H. Cowley has called the "historical continuum" of an institution. The components of this continuum—sets of value, attitudes, beliefs, ideals, and institutional intellectual levels—give each college, studied over time, an identity of its own.[2] College librarians, it seems to me, have a positive obligation to seek means for more accurately describing the ecology of the library, that is, the wider collegiate setting of which the college library represents only a part.

The ways of assessing institutional character or environment are now manifold. All of them are more scientific and "refined" than those used by J. D. Salinger in *Franny and Zooey* and *Catcher in the Rye.* Since the mid-1950's, some of the more progressive members of the College Entrance Examination Board have been sending to secondary school counselors statements of their freshman class characteristics. These statements, while ordinarily including mean scores on the verbal, mathematical, and achievement test portions of the College Board examinations, seldom contain information which could not readily be obtained from the American Council on Education's monumental *American Universities and Colleges* (1960). They do not usually provide, furthermore, any indicators of what Philip E. Jacob termed the "institutional thrust," i.e. its personality in terms of the values commonly held by its students, faculty, and administration.[3]

For the beginnings of systematic attempts to describe institutional character, one must refer to a study by William

1 *ALA Standards for College Libraries: Adopted by ACRL, A Division of the American Library Association* (Chicago: The Association of College and Research Libraries, 1959), p. 1.

2 W. H. Cowley, "An Appraisal of American Higher Education" (An Unpublished Manuscript, Stanford University Department of Education, 1956) as discussed by E. D. Duryea, "Institutional Personality: Some Reflections Upon Its Implications for Administrators," *Educational Record,* XLII (October, 1961), 330-31.

3 Philip E. Jacob, *Changing Values in College: An Exploratory Study of the Impact of College Teaching* (New York: Harper, 1957), p. 114.

S. Learned and Ben D. Wood of secondary and higher education in Pennsylvania during the late 1920's and early 1930's. Their work was directed to "fixing attention primarily on the nature, the apparent needs, and the actual achievements of the individual student in his successive contacts with existing institutional forms. . . ."[4] Subsequent studies have sought to define the college culture by centering upon institutional productivity, or the proportion of a college's graduates that eventually goes on to earn the Ph.D. The interpretation of a college's productivity has necessarily involved a further assessment of institutional characteristics as conditioned by the intelligence level of the student body, the personal values and perceptions of the students, faculty, and administration, as well as those elements in the ecology of the college itself which have decisive impact upon the institution.

In 1953, Robert H. Knapp and Joseph J. Greenbaum, sociologists at Wesleyan University, defined the productivity of any undergraduate college as the percentage (per one thousand graduates over the period 1946-1951) which ultimately obtained the Ph.D. By their reckoning, the ten institutions with the highest over-all productivity in the natural sciences, social sciences, and humanities were, in order: Swarthmore, Reed, the College of the University of Chicago, Oberlin, Haverford, the California Institute of Technology, Carleton, Princeton, Antioch, and Harvard College.[5] A somewhat less sophisticated but nonetheless useful attempt to measure college productivity was subsequently made by the National Research Council of the National Academy of Sciences. This study, reported in a 1958 publication, *Doctorate Production in United States Universities: 1936-1956: With Baccalaureate Origins of Doctorates in the Sciences, Arts, and Humanities,* contained a raw, unweighted ranking of undergraduate colleges, based on the total numbers of their graduates which took the Ph.D. during the period under consideration. This survey did not, unfortunately, take into account the relative size of the colleges' respective graduating classes. A mean measure of the size of the institutions' graduating classes for the period, 1936-1956, would have rendered the NRC calculations much more meaningful. The ten leading undergraduate colleges in that study were, in order: California (Berkeley); the City College of New York (CCNY); Illinois; Chicago; Wisconsin; Harvard; Minnesota; Columbia; Michigan; and New York University (NYU).[6] Even more recent studies of that kind are William Manuel's *The Baccalaureate Origins of Medical Students* which, because it deals with a professional degree, is beyond the scope of our present considerations,[7] and the valuable survey of the Association of American Colleges entitled, *A Report on the Baccalaureate Origins of College Faculties.* That report, based on work done during the academic year, 1955-1956, took into consideration the relative size of the surveyed institutions' undergraduate enrollments for that base year.[8] The top ten, determined by a calculus of college teachers produced per one thousand full-time undergraduate enrollment in 1955, were, in order: Woodstock (a Jesuit college and seminary in Maryland whose graduates staff Catholic institutions); the College of the University of Chicago; George Peabody College for Teachers; Oberlin College; Reed College; Wesleyan University; Greenville College (Illinois); Swarthmore College; Bowdoin College;

4 William S. Learned and Ben D. Wood, *The Student and His Knowledge: A Report to the Carnegie Foundation on the Results of the High School and College Examinations of 1928, 1930, and 1932* (New York: The Carnegie Foundation for the Advancement of Teaching, 1938), p. xvi.

5 Robert H. Knapp and Joseph J. Greenbaum, *The Younger American Scholar: His Collegiate Origins* (Chicago: University of Chicago Pr., 1953), p. 16.

6 *Doctorate Production in United States Universities: 1936-1956: With Baccalaureate Origins of Doctorates in the Sciences, Arts, and Humanities* (Washington: National Academy of Sciences—National Research Council, 1958), pp. 62-63.

7 William Manuel, *The Baccalaureate Origins of Medical Students* (Washington: Gov. Print. Off., 1961).

8 Allan O. Pfinster, *A Report on the Baccalaureate Origins of College Faculities* (Washington: The Association of American Colleges, 1961), p. 3.

and Southwestern University (Texas).[9] A third study, which purported to use the Knapp and Greenbaum indices, data on graduate fellowships and undergraduate scholarships, NRC statistics, distribution patterns for National Merit Scholars, and interviews, was Chesly Manly's somewhat random and unscientific attempt to rate the nation's best universities, coeducational colleges, men's colleges, and women's colleges. His five best in each category were, in rank-order: (1) Universities (Harvard, Yale, California, Chicago, and Columbia); (2) Coeducational colleges (Oberlin, Swarthmore, Carleton, Reed, and Pomona); (3) Men's colleges (Haverford, Amherst, Kenyon, Wesleyan, and Hamilton); and (4) Women's colleges (Bryn Mawr, Radcliffe, Barnard, Vassar, and Mount Holyoke).[10] The Manly study has been widely criticized, though few knowledgeable educators have been at great odds with his invidious (at least for alumni) ratings. Perhaps the most incisive criticism of his study was simply that it did not employ the best available rating procedures.[11]

Of the disciplines outside professional education, psychology and sociology have been most actively concerned with the problems of assessing college environments. Part of the psychologists' concern may be traced to their conviction that "the complexity of relationship between person and environment is inevitably obscured by the simplified and often inappropriate symbolism of correlation between scholastic aptitude test and grade-point average. . . ."[12] Efforts to find a more appropriate symbolism have resulted in at least two devices, one of which is the College Characteristics Index (CCI). The CCI, a three hundred item "True-False" questionnaire organized into thirty distinct ten-item "press" scales, has been administered to faculty and students at a large number of colleges and universities. Underlying the construction of that instrument was the assumption that the "press" of a college environment is best reflected in the perceptions which students and faculty members have of it. "Press," for George Stern and C. Robert Pace, devisers of the CCI, is "reflected in the characteristic pressures, stresses, rewards, and conformity-demanding influences of the college culture."[13] In two diverse institutions where Stern and Pace applied the CCI in May 1957, there were the following outcomes:

> College A
>
> The major press . . . was toward orderliness and friendly helpfulness, with overtones of spirited social activity. . . . students have assigned seats in some classes, professors often take attendance, papers and reports must be neat, buildings are clearly marked, students plan their programs with an adviser and select their courses before registration, courses proceed systematically, it is easy to take clear notes, student activities are organized and planned ahead. Within this orderliness, student life is spirited and a center of interest. For example, big college events draw lots of enthusiasm, parties are colorful and lively, there is lots to do besides going to class and studying, students spend a lot of time in snack bars and in one another's rooms, and when students run a project everyone knows about it. At the same time, amid this student-oriented culture, there is a stress on idealism and service. Students are expected to develop an awareness of their role in social and political life, be effective citizens, understand the problems of less privileged people, be interested in charities, etc.
>
> College B
>
> Here the dominant press of the environment falls in the theoretical-intellectual category. . . . there are excellent library resources in natural science and social science, a lecture by an outstanding phi-

9 *Ibid.*, pp. 30-31.

10 See *The Chicago Tribune* (April 21, 1957). For Manly's views on the 20 best liberal arts colleges in the Midwest, see *The Chicago Tribune* (February 11, 1961).

11 Dewey B. Stuit, "Evaluations of Institutions and Programs," *Review of Educational Research*, XXX (October, 1960), 375.

12 C. Robert Pace and George G. Stern, "An Approach to the Measurement of Psychological Characteristics of College Environments," *Journal of Educational Psychology*, XLIX (October, 1958), 276.

13 *Ibid.*, p. 270.

losopher or scientist would draw a capacity audience, many students are planning graduate work or careers in science or social science, there are many opportunities for students to see and hear and criticize modern art and music, reasoning and logic are valued highly in student reports and discussions, students who spend a lot of time in a science laboratory or in trying to analyze or classify art and music or in seeking to develop a personal system of values are not regarded as odd, scholarship and intellectual skills are regarded as more important than social poise and adjustment, there is time for private thought and reflection, one need not be afraid of expressing extreme views, the faculty and administration are tolerant in interpreting regulations. . . . students . . . do not have assigned seats in class, professors do not take attendance, students are likely to study over the weekend, big college events draw no great enthusiasm, and the place is not described as one where 'everyone has a lot of fun.' Moreover, student leaders have no special privileges, family status is not important, students are not much concerned about personal appearance and grooming, and an intellectual is not an 'egghead.' And finally, exams are not based on factual material from a textbook, classes are not characterized by recitation and drills, grade lists are not publicly posted, students are not publicly reprimanded for mistakes, student organizations are not closely supervised, students tend to stay up late at night, work all the harder if they have received a low grade, and if confronted with a regulation they do not like they will try to get it changed.[14]

The current norm group for the CCI consists of an extremely heterogeneous bunch of colleges and universities spread geographically from one end of the nation to the other, with idealogies as varied as their geography. The existence of this norm group permits researchers to apply the CCI to an ever-increasing number of institutions and to classify them under one of four major groupings: (1) an intellectual-humanistic-esthetic cluster or emphasis; (2) a cluster which suggests an emphasis on independence, change, and science; (3) an emphasis on personal and interpersonal status, coupled with a practical or vocational orientation; and (4) an emphasis upon group welfare, social responsibility, and well-mannered community.[15] Despite its state of refinement, the CCI is not without its obvious limitations. David Riesman, Harvard's imaginative critic of society, sees these as its failure to measure anything but student and faculty "ideology" about a particular institution and its lack of sufficient flexibility for application to colleges where the outlook of students and faculty is overly heterogeneous.[16]

Still another psychological device is the Environmental Assessment Technique (EAT) developed at the National Merit Scholarship Corporation by John L. Holland and his associates. Like the CCI, it operates on the assumption that a college's culture or environmental force is transmitted through people. To use Holland's reasoning: "If, then, we know the character of the people in a group, we should know the climate that group creates."[17] Basically, the EAT is a weighted mixture of eight components: size of the undergraduate student body; intelligence level (as indicated by mean scores for the National Merit Scholarship Qualifying Test or the Scholastic Aptitude portion of the College Board examinations); and six typologies of personal characteristics as they relate to the student's selected major (realistic, intellectual, social, conventional, enterprising, and artistic). The EAT is particularly adapted to measure what psychologists call the degree of congruence between the college and the individual student.[18]

The sociologists, particularly Allen

14 *Ibid.*, pp. 273-74.

15 C. Robert Pace, "Methods of Describing College Cultures," *Teachers College Record,* LXIII (January, 1962), 269.

16 David Riesman, "The 'Jacob Report'," *American Sociological Review,* XXIII (December, 1958), 733.

17 Alexander W. Astin and John L. Holland, "The Environmental Assessment Technique: A Way To Measure College Environments," *Journal of Educational Psychology,* LII (December, 1961), 308.

18 *Ibid.*, p. 315.

Barton and Martin Trow, like, on the other hand, to view the college as "a social system with emphasis upon peer groups, role behavior, communications networks, and other organizational characteristics."[19] Barton's "College Organization Variables" comprehend measures of a college's input (student, faculty, administration, financial, and physical), output (student knowledge, values, and interests, along with faculty research and publication); environmental variables (external to the college); social structure; attitudes; and activities.[20] His instrument, as a design for measurement, has the very important virtue of being able to assess the affect of extracollegiate environmental forces, a deficiency of heretofore devised psychological techniques.

In addition to the scientific measures of college environment, there are the more literary, but highly perceptive, stylings of David Boroff and David Riesman. Boroff, whose colorful profiles of Harvard, Brooklyn College, Swarthmore, Birmingham-Southern, Wisconsin, and the Associated Colleges of Claremont (California) first appeared in *Harpers* magazine, is basically a social commentator.[21] It is to Riesman, the lawyer-turned-sociologist, that we owe the working concept of the "academic procession" and the prestige-ranking of colleges.[22] He and Christopher Jencks, one of his graduate students and former associates at Harvard, have recently produced a brilliant vignette on San Francisco State College described by the authors as an "ethnography."[23] The description is quite appropriate because of their heavy use of anthropological insight and analogy. They describe the effect which student rootlessness in a commuter college has upon the provision of institutional services.[24] They maintain, some external evidence to the contrary, that the majority of freshmen at SF State "come from homes in which neither books nor conversation (as opposed to talk) are available. . . ."[25] And they learned that the most severe threat to institutional intellectuality is not "collegiate" (i.e. fraternity-sorority) culture, but rather a culture created by students who regard any kind of intellectuality as a positive threat to their preformed values and self-images.[26]

One of the best conceptual tools yet developed for differentiating colleges on planes of intelligence and values is called the "level of expectancy."[27] It has been found that the level of expectancy, "as the intellectual, cultural, and moral climate of a college," takes on peculiarly atypical configurations in institutions like Bennington, Reed, Sarah Lawrence, Antioch, and the College of the University of Chicago (where the liberal orientation is uniformly strong relative to other colleges), and Harvard, Wesleyan, and Haverford (where the respective orientations are toward personal autonomy, community, and leadership).[28] In a letter to the author, Paul Heist, now associate research psychologist in the Center for the Study of Higher Education at the University of California (Berkeley), further differentiated Antioch and Reed in this manner: ". . . from the standpoint of student background and the number of subcultures represented, Antioch would be the most diverse. Reed is perhaps made up of the greatest number who are somewhat alike in their free-thinking, their unconventionality, their

19 C. Robert Pace, *loc. cit.*, p. 276.

20 *Ibid.*, pp. 274-75.

21 Reprinted in David Boroff, *Campus USA* (New York: Harper, 1961). For a recent sketch, see "Albany State: A Teachers College in Transition," *Saturday Review*, XLV (20 January 1962), 42-43.

22 David Riesman, *Constraint and Variety in American Education* (Garden City, N. Y.: Doubleday, 1958), pp. 35-65.

23 David Riesman and Christopher Jencks, "A Case Study in Vignette: San Francisco State College," *Teachers College Record*, LXIII (January, 1962), 234. Reprinted in Nevitt Sanford (ed.), *The American College* (New York: Wiley, 1962).

24 *Ibid.*, pp. 244-45.

25 *Ibid.*, p. 241.

26 David Riesman, "The Influence of Student Culture and Faculty Values in the American College," *Higher Education*, Yearbook of Education, 1959, eds. George Z. F. Bereday and Joseph A. Lauwerys (Yonkers-on-Hudson, N. Y.: World Book, 1959), p. 399.

27 Edward D. Eddy, Jr., *The College Influence on Student Character: An Exploratory Study in Selected Colleges and Universities Made for the Committee for the Study of Character Development in Education* (Washington: American Council on Education, 1959), p. 13.

28 Philip E. Jacob, *op. cit.*, pp. 100-106.

devotion to liberal causes, and their 'need' to criticize the culture."[29] In all of the forementioned colleges, the level of expectancy probably exercises such a potent influence that it can induce, in the occasional unreconstructed student, a complete redirection of values. Beyond value to the realm of academics, Riesman has pointed out that in institutions like these faculty members seem most willing to introduce their most brilliant protégés to the higher forms of research and scholarship.[30]

Adopting a little different course, an interdisciplinary team at Cornell University improvised a strategy for determining "what college students think" at institutions as disparate, yet influentially representative, as Cornell, California at Los Angeles (UCLA), Wesleyan, Texas, Harvard, Yale, North Carolina, Dartmouth, Wayne State, Fisk, and Michigan. That study revealed that the percentage of students which strongly identified itself with the respective colleges varied from a high of 77 per cent at Dartmouth to a low of 38 per cent at Fisk.[31] In their desire for a basic general education and a heightened appreciation of ideas, student affirmative replies varied from a 90 per cent peak at Wesleyan to a low of 59 per cent at Fisk.[32]

The question must now be raised: What is the import of this kind of socio-psychological research for the college librarian? The answer is not easy to provide for, in my judgment, the implications could be quite broad-ranging. For example, it is possible to hypothesize that the college library is often not an essential element in the education of college students,[33] not only because of differing conceptions of the library's function held by faculty and librarians as Patricia B. Knapp has suggested,[34] but rather because of an almost total lack of congruence between the library and its services and its milieu—human values, intelligence levels, students and faculty attitudes and ideals, informal structures of influence, and networks of communication, to mention only a few of the ecological factors involved. As a case in point, a better understanding of institutional personality might have rendered library surveyors at Leeds University in England somewhat less struck by "the extent of private borrowing and of book buying"[35] in that university. At other colleges, where the implications of institutional ethos are well understood by librarians, statistical surveys of library use may have small function but to corroborate what is already fairly accurately known. At all events, if a decision is made to use quantitative measures in such institutions, one may be reasonably certain that the correct questions will be asked. To quote Archibald MacLeish: "We know the answers, all the answers. It is the questions that we do not know."[36]

A good knowledge of institutional character may lead us moreover to a more realistic evaluation of the library's specific contribution to the educational process. In 1959, Donald Thistlethwaite, presently on the staff of Vanderbilt University, sought, on a generalized level, to make just such an evaluation. He equated the Ph.D. output in various colleges with their input, in terms of the intelligence level of the student supply, by adjusting

29 Letter from Paul Heist to the Author (January 27, 1959), p. 1.

30 David Riesman, "The 'Jacob Report'," p. 738.

31 Rose K. Goldsen, Morris Rosenberg, Robbin M. Williams, Jr., and Edward A. Suchman, *What College Students Think* (Princeton, N. J.: Van Nostrand, 1960), p. 206. Other percentages were 63 per cent at Harvard and Wesleyan, 58 per cent at Yale, 57 per cent at North Carolina, 54 per cent among Cornell men, 52 per cent at Michigan, 45 per cent at Wayne State, 44 per cent among Cornell women, 42 per cent at Texas, and 40 per cent at UCLA.

32 *Ibid.*, p. 208. Other percentages were 88 per cent at Yale, 85 per cent at Harvard, 84 per cent for Cornell men, 74 per cent at North Carolina, 70 per cent at UCLA, 69 per cent at Michigan, 65 per cent at Texas, and 64 per cent at Wayne State.

33 Patricia B. Knapp, *College Teaching and the College Library* (ACRL Monograph #23) (Chicago: ALA, 1959), p. 1. *See also* Lester Asheim, "A Survey of Recent Research," *Reading for Life: Developing the College Student's Lifetime Reading Interest*, ed. Jacob M. Price (Ann Arbor: University of Michigan Pr., 1959), p. 13.

34 Patricia B. Knapp, *op. cit.*, pp. 93 and 95.

35 P. E. Tucker, "The Sources of Books for Undergraduates: A Survey of the Leeds University Library," *Journal of Documentation*, XVII (June, 1961), 95.

36 Quoted in C. Robert Pace, *loc. cit.*, p. 271.

each college's Ph.D. productivity rate in terms of intelligence input or the academic ability of the student body. An important result of that study was the realization that there is a significant correlation between the number of volumes in an institution's library and the proportion of its graduates that eventually take doctorates in the arts and humanities, social sciences, and natural sciences. Thistlethwaite's own interpretation of this finding was that colleges with large libraries are the ones most likely to be endowed with other kinds of institutional wealth[37]—gifted students, research funds, and highly qualified faculty are a few of the possibilities which come immediately to mind. The study clearly raises the further question of what specific quantitative and qualitative aspects of a college library, beyond mere size, contribute to an institution's Ph.D. productivity. It is my guess that a substantial portion of the factors affecting what Maurice F. Tauber has defined as "the correlation between libraries and educational effectiveness"[38] may in the long run be identified by a thorough examination of library-institutional congruence.

Adding to those already expressed, one might advance the further supposition that in the most productive colleges the degree of harmony between the functioning library and the wider institutional environment is much greater than in those institutions which, by any measure, are academically middling or feeble. In the best colleges, one may surmise that staffs devote themselves more fully to functions which are uniquely those of the library, namely, the provision of reference and bibliographical services[39] as keys to quality collections. The evidence at Dartmouth and Knox colleges perhaps somewhat to the contrary,[40] it is, nevertheless, my instinctive belief that a congruence of expectation and performance between the library, on one hand, and faculty, students, and administration, on the other, is an absolutely critical element in an institution's rate of productivity. It seems to me almost inevitable that, where tutorials, seminars, colloquia, independent study, and similar pedagogical devices are employed and where the average student's sophistication in library use is relatively high, there too will the fruitful identification of the library with its institutional setting occur most naturally. Such institutions, in all likelihood, do not require a systematic plan for library-instructional integration such as that proposed by Dr. Knapp some six years ago.[41] In superior colleges, the library is apparently conceived of as a laboratory for independent study[42] by both students and faculty. As early as 1936, Douglas Waples used data gathered by the North Central Association of Colleges and Secondary Schools to show that the closest correlate of library loans per student (of those options then considered) was per capita loans of books to faculty members.[43]

Unquestionably the most imaginative current attempt to artificially induce congruence between a library possessing unique organization and a somewhat recalcitrant student-faculty clientele is that currently ongoing in Monteith College of Wayne State University under the direction of Mrs. Knapp. By way of brief background, Monteith College is the half-time environment of an undifferentiated (at least up to the present) group

37 Donald L. Thistlethwaite, "College Environments and the Development of Talent: Characteristics of Colleges as Related to the Percentage of Graduates Who Attain the Ph.D.," *Science*, CXXX (10 July 1959), 73. Reprinted in Nevitt Sanford (ed.), *The American College* (New York: Wiley, 1962).

38 Maurice F. Tauber, "The Library," *Journal of Higher Education*, XXXIII (April, 1962), 227.

39 See Patricia B. Knapp, *op. cit.*, pp. 93-94.

40 See "What is a Library?," *Dartmouth College Library Bulletin*, I (April, 1958), 46, and Patricia B. Knapp, *op. cit.*, pp. 92-93.

41 See Patricia B. Knapp, "A Suggested Program of College Instruction in the Use of the Library," *Library Quarterly, XXVI* (July, 1956), 224-31.

42 Guy R. Lyle, *The Administration of the College Library*, 3d ed. (New York: H. W. Wilson, 1961), p. 145.

43 Douglas Waples and others, *The Library*, Vol. 4 of The Evaluation of Higher Institutions. A Series of Monographs Based on the Investigation Conducted for the Committee on Review of Standards, Commission on Higher Institutions of the North Central Association of Colleges and Secondary Schools (Chicago: University of Chicago Press, 1936), pp. 54-56.

of teachers and students. The enrollment at Monteith includes high, average, and low ability Wayne State registrants. To this heterogeneous group, it offers a program consuming approximately one-half of the students' time, of general education with emphasis on the social sciences. As things now stand, the Monteith curriculum parallels the more vocationally-oriented curriculum of the university-at-large.[44] As an experimental college, Monteith, through the provision of what Riesman calls "locales"[45] for faculty-student interaction, hopes to create an atmosphere uniquely its own. Through a process of "internal decentralization," those who guide Monteith's destiny have determined, to borrow again from Riesman's description, "to create a splinter culture within a big state university, and then to make this culture at once attractive to the untutored adolescent and to the scholarly professor, and then ultimately to breed alumni, who, if they do not become scholars, as some hopefully will, may at least be intellectuals."[46] In the current embryonic atmosphere of the college, Dr. Knapp and her associates are attempting to persuade a somewhat hesitant faculty and student body that a library is most properly "a system of bibliographical organization."[47] In a sense, the situation at Monteith represents the reverse of what has been described. Here the library, already reflecting the projected *elan vital* of the college, is trying, through planning, to create consensus with a faculty and student body whose current perspective on the library is anything but congruent with that of the librarians themselves. These librarians, operating in an atmosphere which naturally resist change and innovation,[48] deserve nothing but the highest admiration. I strongly suspect that their work will have profound implications for the college library world. I also suspect that once the "institutional thrust" has been firmly established at Monteith, and their efforts have reached fruition, then and only then will the great merits of their plan be apparent to the library world-at-large.[49]

Studies currently being conducted at the National Merit Scholarship Corporation, which combine the perspectives of both sociology and psychology, promise to further delineate the role of the library in the production of graduates capable of doing top-drawer work in high-prestige graduate universities like Harvard, California (Berkeley), Columbia, Yale, Michigan, Chicago, Princeton, and Wisconsin.[50] The studies also aim to provide more reliable models for characterizing colleges. One attempt will involve the application of thirty-three different psychological and sociological measures of college characteristics to a large sample of institutions. Another project will weigh the actual Ph.D. output of a college's graduates against the output which statistically might be expected from the intelligence level of its student input. Criteria such as financial resources, library size, faculty-student ratio, and college climate will be explored in an effort to explain differences in institutional productivity.[51]

Perhaps the most singularly important implication for the college librarian in an understanding of his library's ecology is its possible effect upon the decision-making process, or the part played by the librarian in what John J. Corson calls the "governance" of a college. Needless to say, library decisions which affect

[44] Riesman and Jencks, *op. cit.*, p. 256.
[45] *Ibid.*, p. 246.
[46] *Ibid.*, p. 257.
[47] Patricia B. Knapp, "The Monteith Library Project: An Experiment in Library-College Relationship," *College and Research Libraries*, XXII (July, 1961), 262-63.
[48] For a straightforward description of faculty inertia, see Donald H. Morrison, "Achievement of the Possible" in Beardsley Ruml and Donald H. Morrison, *Memo to a College Trustee: A Report on Financial and Structural Problems of the Liberal College* (New York: McGraw-Hill, 1959), p. 61.
[49] For the contrary view, based on a critique of the practicality of such a scheme, see Guy R. Lyle, *op. cit.*, p. 153.
[50] For a subjective comparison of graduate school prestige, see Hayward Keniston, *Graduate Study and Research in the Arts and Sciences at the University of Pennsylvania* (Philadelphia: University of Pennsylvania Pr., 1959), p. 119.
[51] *Talent: Our Prime National Resource* (National Merit Scholarship Corporation Annual Rejort for 1961) (Evanston, Ill.: The National Merit Scholarship Corporation, 1961), pp. 26-27.

an entire campus might be perfected through the information derived from a scientific understanding of college environment. When library decisions are not thus informed, there is always a possibility that the library, as an intracollegiate institution, will alienate itself from the wider college culture.[52] Recalling our undergraduate days, almost all of us, I am sure, can cite at least one imprudent action by an administration which had divorced itself from the prevailing climate on campus. In a place like Antioch, where the culture is at once liberal and communal, one wonders about the consequence of an overabundance of formal library rules too rigidly applied or of a denial to the student-faculty community of the kind of book accessibility it has come to expect. The feedback would most assuredly be unpleasant. The character of the institution, then, defines the area within which the librarian can expect to effectively exercise his decision-making power. Additionally, a knowledge of environment can often condition the means selected by a librarian for the implementation of decisions. A librarian in a commuter college with little intellectual vitality and a low social metabolism would undoubtedly use different tactics on the problem of library-instructional integration than his colleague on a highly homogenous, intellectually-oriented residential campus. One might even venture that institutional understanding could become a bench mark upon which predictions of campus reactions to library decisions might be regularly based. Given additional funds for library materials, the librarian in a college with a strong artistic orientation, like Sarah Lawrence, might know that the best way to curry campus disfavor would be to skimp on the procurement of audio-visual materials, particularly reproductions of great art, films, tapes, and records. Such an understanding could conceivably influence (in an era of less shortage) a head librarian's hiring patterns. Even now, in a place like Reed College, a librarian with the political persuasion of a "Goldwater" conservative might become not only a curiosity, but rather ineffective as a librarian as well. Finally, a good estimate of institutional character could prove invaluable in the design of new physical facilities or in the internal arrangement of an existing library building. If valid analogy may be drawn from a classroom experiment conducted by Lauren Wispe at Harvard in 1950, students in an examination-oriented college may prefer a high degree of efficiency in library services to warmth of surroundings, while those in a permissive college, less concerned with economy of action, might have reverse preferences.[53]

With the progressive refinement of scientific measures of environmental assessment, it is entirely possible that the *ALA Standards for College Libraries,* instead of functioning as a set of goals, could evolve into sliding scales of quantitative and qualitative minima which can be applied differentially to each college in the light of its peculiar institutional character. It seems that only in such form could library standards be meaningfully applied as, for different reasons, Professor Ed Wight has recently urged.[54]

The argument herein that college librarians can profit is from an awareness and application of socio-psychological research on the college environment, indeed that they ignore such inquiry to the possible detriment of their own libraries. The implications of such research for academic librarianship are only now beginning to manifest themselves. There seems little question, at any rate, that the college library, governed by those who are accurately informed of its ecology, cannot miss playing an increasingly vital role in the process of educating college students.

52 Edward D. Eddy, Jr., *op. cit.*, p. 133.

53 Lauren G. Wispe, "Evaluation Section Teaching Methods in the Introductory Course," *Journal of Educational Research,* XLV (November, 1961), 163-64 and 169.

54 Edward A. Wight, "Standards and the Stature of Librarianship," *ALA Bulletin,* LV (November, 1961), 873.

A Military College Initiates A Library Instructional Program

By SIDNEY E. MATTHEWS

Lt. Col. Matthews is Director of Preston Library and Associate Professor of Library Science at Virginia Military Institute.

THE VIRGINIA MILITARY INSTITUTE in 1959 radically changed its concept as to the role of the library in a twofold educational program—academic and military. This combination, in the words of its originators, is designed to provide "practical utility, through discipline and formative training," and to produce men of "energy, efficiency and reliability."

The Virginia Military Institute is organized under the laws of the Commonwealth of Virginia and is governed by a board of visitors appointed by the governor and subject to confirmation by the state senate. In accordance with provisions of the Code of Virginia, the cadets constitute a military corps and officers at the Institute are commissioned by the governor in the Virginia Militia, unorganized. Although V.M.I. requires rigorous military training for its entire student body, the Institute always has placed its first emphasis on its academic program. Colonel J. T. L. Preston, a prime mover in the founding of V.M.I., proposed that "the object is to prepare young men for the varied work of civil life . . . the military feature, though essential to its discipline, is not primary in the Institute's scheme of education." The Institute has followed this concept since 1839 when it was founded as the first state military college in the nation. V.M.I. offers nine degree-granting curricula—one each in civil engineering, electrical engineering, chemistry, physics, biology, history, and English, and two in mathematics.

When it was decided to alter the library's role, three major changes were made: (1) the library was made an academic department with the librarian reporting directly to the dean of the faculty, (2) the librarian was given academic rank and made a member of the Institute's Academic Board, and (3) formal and informal courses in library science were officially entered in the curriculum. The formal library science courses as described in the catalog issue of the Institute's bulletin embrace two areas: (1) "Library Science 101—Literature of the Natural Sciences. Reference materials, bibliographical methods, and use of the library in study of the natural sciences. This course is given in the fall semester and required of all biology majors." (2) "Library Science 301—Reference Materials and Bibliographical Methods. Basic bibliographical methods and reference materials used in the various fields of the liberal arts, science, and technology, with problems and practice. Problems will be adapted to needs of individual students and may be developed in conjunction with work on a senior thesis. This course is offered both semesters."

The informal freshman program of the Institute's library program consists of two parts: (1) a tour and (2) three one-hour lectures with problems on use of the library. The former is under the supervision of the commandant of cadets and professor of military science and takes place either during the cadre pe-

riod or during R.O.T.C. class periods the first week of classes. All academic departments cooperate fully with the R.O.T.C. instructors in conducting these tours so as to give the freshmen a thorough examination of the academic facilities of the various departments. Any more than a cursory tour at this point would be unnecessary as the cadets are confused by various tests and by the adjustment to a rigid military way of life. The informal program of lectures with problems is part of freshman English 101. These lectures are usually given the first week in November, immediately preceding the cadet's term papers, and coincide with that part of the freshman English course in how to prepare a term (research) paper. It is usually at this time that the cadet is searching for book reviews for his history course and begins to realize how necessary it is to know how to locate materials in the library.

Instruction in the formal courses is given entirely by the librarian, and the informal course is given by the librarian with the assistance from the two other professional librarians on the Preston library staff. All library instruction is given in the library's auditorium or in its classroom.

The three one-hour lectures and problems on each in the informal program are designed to: 1) acquaint the cadet with the physical arrangement of the seven-story library building (the building is on a slope and the front entrance is located on the fifth floor which is also the first stack level) and location of collections, 2) develop the cadet's ability in locating information and to make him as self-sufficient as possible in the use of the card catalog and other reference tools, and 3) to introduce the cadet to various types of sources available to him and not to overwhelm him with too many titles.

The three lectures emphasize the dictionary catalog, reference books, and indexes. The lectures are illustrated with two filmstrips series. It is planned to produce local slides of Preston library's floor plan and reference items not included in the films. As supplementary material the cadets use their English textbook and appropriate titles from the library.

Problems are passed out at the end of each lecture and the cadets have a two-week period to complete them. The problems are designed to direct the cadet along subject lines which are of interest to him and to use his own family name or, if his is not found, to select another beginning with the first three letters. By using this procedure, some of the usual difficulties of freshman library problems, i.e. each cadet using the same part of a book, set, or the card catalog and passing answers, are avoided. These problems are graded by the librarian and the professional staff and the grades are recorded by the English department as three units of the cadet's grade in English 101 for that grading period. As a follow-up, most of the instructors in the English department include library questions of a general nature covered in these lectures as part of one of their regular English tests.

The cadet reaction to these lectures and problems has been largely favorable. The few unfavorable comments usually center on the amount of time required. Statistics were not recorded the first year, but this past year out of a total of 250 questions, seventy-four cadets missed twenty-five or less, 163 cadets missed thirty-seven or less, and 242 cadets missed fifty or less. No cadet has ever been proficient enough to obtain a perfect score on all three sets of problems. A check of the ten cadets achieving the highest grades on these problems with their grades in other subjects showed that they were proficient in their other freshmen courses. Conversely the cadets receiving an extremely low grade on the library problems were failing one or more freshman courses. No valid inference should be drawn from this, but next year a large

number of library grades will be compared with the cadets' grades in other courses.

English faculty comments have been extremely favorable and in agreement with the type of problems presented. Requests for one or two hours of library lectures with problems have also come from other instructors in the liberal arts program and in engineering. A condensed version of the lectures, with emphasis on the particular subject area involved, has been given in electrical engineering, civil engineering, economics, American government, and geopolitics classes.

The inherent difficulties of the program include: (1) scheduling nineteen sections of freshman English, usually 350 freshmen, for three different one-hour lectures in one week, (2) lack of any type of local library handbook, (3) large number of papers to grade in which there can be no "key" for the answers since each cadet has worked with subjects of interest to him, (4) having to schedule too many cadets at one period, (5) no opportunity to discuss and go over the papers with the cadets after they have been graded, (6) no opportunity for the librarians to give each cadet individual help and attention, and (7) extremely heavy use of the library's reference room and card catalog at this period of the academic year.

In spite of these difficulties there is general approval of the program, and for V.M.I.'s program it is highly desirable to integrate this instruction with freshman English classes. The cadet is introduced to the tools and research methods at the time he is ready to begin serious library use. This introduction is more thorough than the usual library orientation program that is often used in "freshman week" and is much more helpful. Several items indicate a degree of partial success. The cadets do not ask as many elementary questions, seem more at ease in the library, and have a clearer understanding of how to go about their work; and perhaps the 30 per cent increase in circulation over the last two years received some impetus from this program.

This joint instructional program has proved of value not only to English 101 but in subsequent courses requiring the use of the library. It has done much to make the library meaningful to the cadets of V.M.I.

Military Librarians Workshop

Military librarians met on September 26-28 at White Sands Missile Range in New Mexico for their sixth annual workshop. More than one hundred librarians from sixty installations and representatives from Canada and Belgium were in attendance. Panel and group discussions centered around the workshop theme—"Personnel Practices in Military Libraries." Subject-centered programs covered technical and research libraries, academic libraries, and special services. Next year's meeting, of which Dwight Lyman, U. S. Underwater Sound Laboratory, Ft. Trumbull, Conn., is program chairman, will be at the U. S. Naval Ordnance Laboratory, Silver Spring, Md. The workshop is held alternately by the U. S. Army, Navy, and Air Force, with Canada acting as host in odd years.

University Library Orientation By Television

By EDWARD G. HOLLEY and ROBERT W. ORAM

"CAN INSTRUCTIONAL TELEVISION solve the problem of library orientation for large numbers of students?" This is one of the questions which many librarians in larger colleges and universities are beginning to ask themselves as they face the task of coping with increasing enrollments. For most institutions of considerable size the time has passed when individual class lectures and guided library tours provide adequately for library orientation. When one speaks of first-time degree-credit students, five to ten thousand of them in fourteen institutions, or even of three to five thousand students in thirty institutions,[1] it becomes fairly obvious that a more efficient means of familiarizing these students with the library must be found than the traditional method of conducting students through the library in groups of twenty to thirty at a time. Moreover, there are numerous institutions with first-time degree-credit enrollments of one to three thousand which will undoubtedly double or triple their enrollments in the next five to ten years. Some institutions are already overwhelmed by trying to provide even a basic introduction to library services, and content themselves with offering each entering student a library handbook and bidding him Godspeed.

The problem of orientation is highlighted at an institution like the University of Illinois, which has both a large total enrollment and a sizeable complex of colleges and schools whose library needs are supplied by an equally extensive library system (over three million volumes in some thirty-four separate locations). Prior to 1961, most orientation for freshmen took place through means of the personally conducted library tour. There was a general tour for students in the beginning English course (Rhetoric 102) and, in addition to this basic introduction, some departmental librarians serving the various professional colleges provided instruction in library use for their specific fields—occasionally in formal courses and upon invitation from specific faculty members, but more often through personally conducted tours of their own special libraries.

In the case of the education, philosophy, and psychology library, the librarian and his assistant provided tours for three hundred and fifty to five hundred students in Education 101 (the basic introductory course), for forty to eighty students in some sections of Education 240 (the methods course), and for one hundred to a hundred and fifty students in the children's literature courses offered by the graduate school of library science, a minimum total of some five hundred students per semester.

The amount of staff time spent on these tours, plus the time the librarians devoted to more formal lectures, began to be a serious burden, to say nothing of the limitations in effectiveness when a staff member has delivered fifteen lec-

Mr. Holley became Director of Libraries, University of Houston, Texas, early in the summer of 1962. He had been Librarian of the Education, Philosophy, and Psychology Library at the University of Illinois Libraries, Urbana. Mr. Oram is Circulation Librarian at Illinois.

1 U. S. Office of Education. Educational Statistics Branch. *Opening (Fall) Enrollment in Higher Education, 1961: Institutional Data* (Washington: Govt. Print. Off., 1961).

tures a semester on the same subject for the last ten years.

The problem of orientation for all incoming students, particularly those in rhetoric or similar courses in the division of general studies, was much the same as that for the college of education, although general orientation had to cover a larger physical area and had to be both more general and, in some ways, just as specific. The tours of the main library building had always been directed at students writing term papers in rhetoric; no tours were offered for any other groups unless an individual instructor wished to conduct a tour of his own. Professional librarians from the reference department and the undergraduate library gave the rhetoric tours, which took fifty minutes, a large part of which was devoted to moving groups of twenty to twenty-five students from one place to another in a building which covers the better portion of a block. Often the students ended the tour by being more familiar with the corridors than with the card catalog. Although the tours did have the advantage of giving the student a feeling for the physical arrangement of the building, even though his attention might wander if he were on the fringe of the group, the tours were highly unsatisfactory from a library viewpoint. Large blocks of staff time were involved, only half the rhetoric instructors took advantage of the opportunity, the tours disturbed other students studying or using the card catalog, and it was often difficult for all members of any one group to see the cards in the tray or even the large mock-ups used. Sometimes the size of the group and the height of the rooms prevented even the strongest-voiced librarian from being heard properly.

Under these circumstances, many librarians came to question the effectiveness of an operation so time-consuming and so obviously ineffective. As increasing enrollment compounded the problems, it was apparent that the small, well-organized, personally conducted tour had outlived its usefulness. In the fall of 1960 a number of interested staff members visited Illinois State Normal University in Normal to observe their experimental orientation program using television as the medium, and to see if there might not be implications for a much larger and more complex university.[2]

Although the group was impressed with the program at ISNU, they generally believed that TV facilities at Urbana might call for a different type of program. Initially, the library could experiment with one unit, learn from the mistakes, and possibly eventually develop a comprehensive program of library orientation by television.

The need for a better orientation program was discussed formally in the College of Education Library Committee for the better part of a year. While the committee believed that orientation was needed at all levels, e.g., undergraduate, graduate, and faculty, no one program would be likely to serve all groups equally well, and the undergraduates certainly constituted the most pressing problem. Many students coming to Illinois for the first time were completely bewildered by the size and complexity of the library system, and from their first frustrating contact resolved to have as little to do with the library as possible. The unusual student doggedly persisted until he knew his way around the system and could find what he wanted. Neither attitude was conducive to adequate preparation for teachers. To discover what kind of program would serve student needs most effectively, the committee sought answers to these specific questions: when does the student need orientation most, upon what course should the program be built, and through what medium can such orientation most efficiently be provided? Other faculty members, librarians, and students themselves were queried in an attempt to find the answers. While various points of view were ex-

[2] This program is described in "TV Library Instruction," *Library Journal*, LXXXVI (January 1, 1961), 42-46.

pressed, the tendency seemed to be to use TV in preference to film, personally conducted tours, or handbooks. The course which provided the logical basis for experimentation was Education 101, an introductory course. After discussion with the office of instructional television and upon the offer of Charles J. McIntyre to assist in the program, the committee decided to go ahead with a video tape. Once the program had been taped, it could be rerun as many times as necessary, and production costs were definitely lower than those of film. A subsidiary advantage, which later proved illusory, lay in the coordination of the library orientation program with the general university-wide use of instructional television for orientation.

Once the decision had been made, the Education Library Committee drew up a complete list of what was to be included in the program, including the format, the number of photographs of the library, etc. On one point the committee was clear: the program should include certain very specific types of information and concentrate upon these rather than give the student a panoramic view of everything in the library. Particular attention should be given to the reserve book system, use of the card catalog, and instruction in the three basic reference tools in the field of education: *Education Index,* Buros' *Fifth Mental Measurements Yearbook,* and the *Encyclopedia of Educational Research.* Subsidiary information might be presented upon special materials such as periodicals, curriculum publications, and educational and psychological tests, but the main emphasis (subsequently reinforced by various devices throughout the actual program) would be on location data and the three reference tools. To assure this essential focus, the program was framed with only the needs of Education 101 students in mind, though the committee recognized that the program might be useful for other classes as well.

In the summer of 1961, the librarian narrated a 39-minute tape, "Education Library Tour," incorporating the above suggestions. Although the tape was filmed in the TV studio, ample provision had been made for the introduction of slides and diagrams showing the actual parts of the library, the various procedures for checking out books and locating data, and other devices demonstrating items the student would probably use in this library. Since the office of the dean of students was working on a general orientation program for freshmen at the same time, the committee agreed to give the program its trial run in that framework. To provide the proper introduction and stimulate interest, the dean of students, Fred H. Turner, and the dean of library administration, R. B. Downs, taped a six-minute preview to the main program. On September 26, 1961, "Education Library Tour" was broadcast over the university's television station, WILL-TV, for the first time. All organized houses and dormitories had set up stations to receive this and other programs in the general orientation series and had provided specially designated students as discussion leaders for each program.

Prior to the broadcast the librarian met with the instructors of the various sections of Education 101 to discuss ways in which they could make the orientation program more effective by emphasis on its main points before the program and a follow-up project afterwards. As a rough measure of the tape's effectiveness, each student who viewed the program was to be given the same simple ten-question quiz which had been given to students who took the tours the year before. Thus there would be some basis for comparison of the two methods of orientation, though such test results could obviously not be interpreted too strictly.

Although the test results were not spectacular, they did reveal that the students had at least obtained as much information from the tape as they had

from the tours. Furthermore, it was the general consensus that this program on a specialized library had suffered from its inclusion within the framework of general university orientation. House conditions were not always favorable to attentive viewing, the confusion of large groups made retention difficult, and a number of students reported difficulty in seeing the program at all. Criticism and comments from both faculty and students favored broadcasting "Education Library Tour" to specific class sections during the second semester. Despite some mechanical difficulties and the need to improve certain technical details in the tape, all agreed that the program was worth continuing. The revision of the tape could await further trial under different conditions with the expectation that the revised program could be undertaken in the summer of 1962.

Since the library staff was in agreement with the judgment of faculty and students, Dean Downs appointed a committee composed of the circulation librarian, the reference librarian, and the undergraduate librarian to develop a TV program providing a general introduction to the entire library system. This program could replace the rhetoric tours and might well serve as a basis for a subsequent series of programs for the specialized libraries.

The new committee viewed the education library tape and agreed that the TV presentation was a satisfactory solution to the problem of communicating details of library routines to large groups of students. This committee believed the ideal solution would be a complete sound-track movie, but the complications involved in such a program, plus the expense, made such a step impossible, at least until an experiment with TV tape had been made. The education library tape was a good learning device for this committee, and without it more time would have been wasted in experimentation, both by the librarians and the TV production personnel. Nonetheless, the format did not seem to fit too well the general orientation picture. Designed as it was for a very special audience, the "Education Library Tour" had used the librarian as a sort of host-narrator who was seen as well as heard. When the camera was not focused on a title-page, catalog card, or slide of the library, it was directed to the narrator. The committee decided to abandon this format in favor of an unseen narrator. The camera could, under the new proposal, always be on the title or the card or the index being discussed. Moreover, the committee decided to use as many motion shots as possible with a silent camera. These shots would substitute for the physical presence of the student, avoid confusing floor plans, and help pinpoint locations.

For this new tape, a definite time limit of 30 minutes was suggested to conform to the over-all orientation program. Presumably, the same material which had been presented in the tours could be condensed if there were no problem of moving students from one spot to another. Later this proved to be a false assumption since the committee found itself adding more material in order to give depth. The program covered the same area as the tours had covered and had to be designed so that it gave orientation not only to rhetoric students but to any other group of potential users. This marriage of the specific and general, the simple and the complex, had its drawbacks and later led to some student complaints that it was too slow for those who knew the library[3] and was much too compressed for those who had never seen a library of the complexity of Illinois. The latter criticism was countered by providing a previously prepared handbook, *Your Library,* to every undergraduate. Since the TV program was viewed as a supplement to the handbook, the

[3] "Insulted the intelligence" was a common statement; this statement was also made about the education library tape, but less frequently.

script referred to the handbook several times and assured the students that any details missed in the film could be found by an investigation of this booklet.

To give continuity to the tape, the committee decided to use one subject as its basis and carry this subject throughout the program. The subject, "Space Flight," proved an appropriate one since the first showing of the program coincided with the John Glenn orbit. The program was designed to begin with the general, (the card catalog) and progress to the specific (circulation desk routines, reference department materials, and undergraduate library routines). All three librarians worked on sections of the program but the final draft was edited by one person for the sake of continuity. Areas stressed by the committee were the university's main card catalog, the *Reader's Guide,* and other reference materials which provided keys to the material on "Space Flight."

Once the committee had finished its task and the program had been approved, it was submitted to the rhetoric department for suggestions. Aside from stylistic corrections, the main objection was that the script was library-centered rather than rhetoric-centered, an objection mitigated by showing the student how to transcribe library information on cards in correct bibliographic form. The script was then submitted to TV production personnel to make the necessary 181 slides and 130 feet of film.

The program, "Your Library," was broadcast on March 13 and 14, again within the framework of general university orientation. As had been true of the education library program, there were many problems: bad listening conditions, confusion caused by large groups and inability of individual instructors to follow up the program. Presumably, with closed-circuit TV, as had been used at Illinois State Normal University, initial student response would have been better. Again, the program itself was not an issue, but rather the scheduling and technical problems which can be overcome.

In general the rhetoric department was favorably impressed with the program's potential. The head of the Rhetoric 102 sections, who had initially been skeptical about the replacement of the tours, agreed that points were made more forcefully by TV than they could have been made by tour. Perhaps the most justifiable criticism was that too much material was covered in too little time. Possibly a longer program or a series of programs would do a more effective job. The rhetoric department still favors a progrram designed specifically for the student doing a reference paper in which library orientation is only incidental. Such a program could easily be prepared by using the materials already gathered for the library's program, although it is the library view that such a program is a rhetoric department responsibility. No statistical data is available on the results of "Your Library," but there is general agreement that the program was well worth the effort and does as effective a job as the tours did. From the viewpoint of the library such an orientation program is definitely needed, and "Your Library" is a good first step.

What of the evaluation of the first program, "Education Library Tour?" Shortly before "Your Library" was completed, students in Education 101 again had an opportunity to evaluate "Education Library Tour." Again a ten-question test was given and again, although the results showed some slight improvement, the tape was demonstrated to be only as effective as the tours. The following table indicates the comparison of test results for tours and TV program for the education library.

In using these results one should realize that they are at best a rough estimate. No control groups were set up and no thorough analysis of the different sec-

	Tours (Spring, 1961)	Tape (Fall, 1961)	Tape (Spring, 1962)
No. Students	456	444*	304
Range	0-88	0-100	0-100
Right responses	62 per cent	65 per cent	66 per cent
Wrong responses	38 per cent	35 per cent	34 per cent

* Includes 56 students who took test but did not see program.

tions was made. Although the results fall short of expectations, they do provide some encouragement. The least that can be said is that the same amount of information is communicated with the expenditure of much less effort. With improvement in techniques and with a more careful analysis of student needs, the library should be able to prepare more effective programs and secure even better results.

One special comment can be made about test results from Education 101: the secondary education sections performed better than the elementary sections. Since the former group consists largely of sophomores and juniors who are expected to know their way around the library, while the latter group consists largely of freshmen, the question arises as to how well the program met the library needs of the incoming freshmen. However, a number of graduate assistants who led the discussion groups after viewing the film commented that the students appeared to learn more from the program than their test responses indicated. They also volunteered the opinion that the students might have been better prepared if they, as the instructors, had previewed the program first. Such comments reveal that much better coordination between class and library will be needed to achieve maximum results.

In an attempt to determine why one class was conspicuously successful in terms of test results, the education librarian met with students in that class to elicit their comments and criticisms. The students were candid and cooperative. Much of the discussion centered upon the technical details (blurred images, poor shots of books, pages, etc.) and poor scheduling; some questioned the necessity for including basic data such as an explanation of the card catalog in the video tape. Others, however, found this section very useful and wanted it retained. While there was no agreement on what could be left out, the class did agree on one point: there should be further library instruction in the use of specific reference works as had been done with *Education Index,* Buros' *Fifth Mental Measurements Yearbook,* and the *Encyclopedia of Educational Research.*

From the comments, test results, and general library evaluation it is apparent that the basic outline of the Education Library Committee stood up well. Many of the criticisms were concerned not with the substance of the program but with details which can be improved, either by revision of the programs in their entirety, or by splicing in better sections. Such problems as scheduling at the right time can be overcome during the coming year when the university will have more closed circuits available and more classrooms equipped to receive such broadcasts. Viewed in the total framework of library orientation, the year's efforts have been fruitful. With more refinement of the program there seems to be no reason why orientation by television cannot be made an effective and efficient part of the university's total instructional program.

After a year of rather intensive work with library orientation, the authors of this article submit the following comments for whatever help they may be

to others who contemplate similar programs:

1. Television does hold good promise of orienting large groups to the library successfully.
2. There are no technical details which cannot be met by adequately planning the use of this medium. Indeed, in terms of explaining the catalog and certain reference books, this medium is superior to the ordinary personally conducted tour.
3. There are, however, difficulties involved in determining the best procedures and the best approaches for each university and each specific class.
4. Some of the questions which each librarian must answer for himself are:
   A. What specific data do I want to communicate? Location data? How to use the card catalog? How to use specific reference works? How to write a term paper? No program can do everything.
   B. Within the framework of what specific courses do I want this library program to fit? The basic English course? The basic education course? The advanced undergraduate course?
   C. What techniques can most effectively communicate procedures by TV? Slides? Movies? Mock-ups? Narrator-lecturer?
   D. In terms of cost is the closed circuit TV the most economical method of library orientation?

If the answer to these questions is that TV orientation is a particular library's solution, then one or two other major points should be stressed here. Sufficient time should be allowed for adequate planning, writing, and production. Assuming that the entire production, other than the purely technical aspects, is to be done by people who are untrained in script writing, a year is not too long to prepare a finished script from its committee and planning stage until it is filmed. It is also wise to consult with the TV production staff several times before the final script is prepared. They may be able to offer advice which can save time.

UNESCO Regional Seminars

Three regional seminars convened during September and October by UNESCO and a government of each region, for the purpose of furthering library service in developing countries within the framework of national economic development and educational programs.

A regional seminar on cooperation between libraries and documentation centers in Arab countries met at Cairo, October 15-27. On September 24 to October 5 a regional seminar on the development of university libraries in Latin America convened at Mendoza, Argentina. On September 10-22, the development of libraries in Africa was studied at Enugu, Nigeria, with the library established by UNESCO in 1953 as a demonstration center.

The Role of the College Library Staff In Instruction in the Use of the Library

By E. J. JOSEY

THE LIBRARY undergirds the instructional program of the college. It cannot be separated from the professors or the curriculum. Someone has said that we can dispense with the faculty and rely solely on the college library, and students will continue to be educated, but this is not the prevailing view. In many institutions of higher learning, there is the idea that students will learn without using the library or knowledge of the use of the library. However, it is the firm conviction of this writer that both the faculty and the college library are equally important in the education of college students. The faculty stimulates intellectual curiosity and critical thinking, while the library, through its resources, provides the intellectual sustenance which can be found only in books.

If it is true that intellectual sustenance is housed in the college library, then it is equally true that knowledge of the use of the library is important in the education of college students. The annual output of the world of publishing is enormous. Current publishing, coupled with the scholarship of yesteryear that is found in antiquarian books, as well as information in the old and current periodicals, staggers the imagination. It is sheer folly for college libraries to spend thousands of dollars to assemble these materials, while at the same time no concrete efforts are made to instruct college students in the use of these materials.

PURPOSE OF THE STUDY

Savannah State College moved into its new library in the fall of 1959. The imposing new structure with its spacious reference department and reading rooms stimulated library use. The former cramped quarters had been an impediment to good library service. Now, for the first time in the history of the college, the library staff had adequate space to confer with and offer reference assistance to students. It was soon appparent that many students, including upperclassmen, were woefully unaware of how to use a simple basic tool such as the *Readers Guide to Periodical Literature.* The stark realization that graduating seniors did not know how to use the card catalog,[1] as revealed from a study conducted by the catalog librarian, also helped to ignite the fire.

The librarian placed the problem before the library committee. It was discovered that the English department was responsible for a unit on the use of the library in Humanities 101. Instructors did their teaching in the classrooms without consultation with the library. After serious deliberations, the committee unanimously adopted the following recommendation and instructed the librarian to inform the chairman of the English department:

> The Library Committee recommends that the library staff be included for

Mr. Josey is Librarian at Savannah State College Library, Savannah, Georgia. His master's degree in library science is from New York State College for Teachers, Albany.

[1] Madeline G. Harrison, "Status of Card Catalog Use at Savannah State College Library," *Savannah State College Faculty Research Bulletin,* XIV (December 1960) 5-9.

one class period in the instruction in the use of the library as it appears in Humanities 101. This instruction should take place in the library so that the students may have personal contact with the reference tools.

The librarian and his staff were not satisfied with the "one class period" recommendation, but in spite of its apparent limited consideration, it was an initial step in the right direction. However, we were not prepared for the tempest in the teapot which followed. The librarian informed the English department of the library committee's recommendation, and the chairman of the English department returned the following reply:

'... May I request you to inform the Library Committee that the English Department has already given serious consideration to library orientation in its freshman classes. This consideration is based upon our professional knowledge of the nature of freshman English courses and what constitutes content and procedures in said courses. Accordingly, the members of the department, in light of their experiences, training and background, and in light of individuality in each course, in terms of its constituents and the methodology employed by the instructor, decided that they will work individually with students in their classes according to course outlines in Humanities 101 and 102. And further that members of the Department of English will continue to work with students in their classes in the use of the library in connection with specific assignments requiring such use.

"You will note that the attitude of the department is student-centered and course-centered, not library-centered. As I mentioned to you in an earlier conversation, knowledge of library tools is simply one small phase of information dispensed in Humanities 101 and 102, not the main focus. We are certainly aware of the fact that all students at Savannah State College should have some competence in library usage, but, departmentally, we do not assume the responsibility of bringing light where there may be darkness in this matter, which is college-wide, not merely a matter for the English Department to summarily solve in Humanities 101 and Humanities 102.

"But please be assured, the members of the department are aware of the problem and will work on this matter from three points (as indicated throughout this letter): (1) the individual student as the need arises, (2) the nature of the individual course and the teacher's method of conducting that course, and (3) accepted professional standards and practices in teaching English in College."[2]

The foregoing letter from the chairman of the English department, and several unsuccessful attempts to confer with him, led this writer to devise an instrument to determine the extent of instruction in library use in a group of institutions of higher education. In addition, an effort was made to assess the role of the library staff in the process.

Methodology

In the spring of 1961, the writer sent a questionnaire to 500 college and university library administrators throughout the United States. The librarians represented institutions of various sizes and types, i.e., large public universities, large privately-endowed universities, liberal arts colleges, teachers' colleges, prestige institutions, and less-known institutions.

Eight questions were posed and respondents were requested to check *yes* or *no*. (1) The reference librarian or a member of the staff is responsible for a course in the use of the library. (2) A member of the library staff gives one lecture or a series of lectures in connection with freshman orientation week. (3) Library instruction is given as a unit in the freshman English course, and

[2] Letter from the chairman, Department of English, Savannah State College, January 15, 1960.

classes are brought to the library for a series of lectures in connection with or one lecture by the library staff. (4) Formal instruction is given by the library staff to freshman students in a subject area other than English. (5) If the instruction is not given in conjunction with the English courses, indicate whether instruction is given to freshman students by the library staff with class work in subject courses at a time when the students are most likely to be using the materials. (6) Instruction in the use of the library is coordinated with the work of the library. (7) Do you feel that freshman library instruction should be given by members of the teaching faculty without the cooperation of the librarian and his staff? (8) Although instruction in library use is handled by the library staff, there is wholehearted faculty planning and participation.

Library literature abounds with descriptions of successful library-staff taught programs, but very little has been done in the area of faculty controled programs or assessing the role of the library staff in the teaching process. There is no need for a review of the literature, for Bonn has surveyed the literature thoroughly.[3]

Findings

The findings were varied and revealing. Librarians felt so keen about the problem of instructing college freshman students in the use of the library that many were not content to check the questionnaire alone. They also wrote letters to clarify their views. Of the 500 libraries canvassed, 397 or 79 per cent responded. In view of the high percentage of returns, the findings are significant.

Concerning question one, 239 or 60 per cent of the respondents reported that the reference librarian or a member of the library staff was not responsible for teaching a course in the use of the library to freshman students, while 107 or 27 per cent indicated that they offered such a course; 51 or 13 per cent gave no response.

With regard to question two, 177 librarians or 45 per cent indicated that a member of the library staff gave one lecture in the use of the library during orientation week; 75 or 19 per cent presented several lectures during the orientation period, while 145 or 36 per cent failed to check the question. The results of question number two are not too conclusive, in view of the fact that a large number of librarians (36 per cent) failed to check the question, but if we consolidate the 177 librarians who present one lecture during the orientation week and the 75 librarians who provide several, then 64 per cent of the respondents participate in some kind of orientation program. Most of the orientation week programs were no more than guided tours. Therefore, orientation week is used to a large extent to introduce students to the location of the library and in some instances, for elementary instruction.

In spite of this high percentage of participation as reported here, many librarians have misgivings of orientation week programs. This point of view is expressed by the associate director of the University of Nebraska libraries who warns, "We must overcome the general idea that library instruction is something that can be tacked on a one-day orientation program. . . ." [4]

Regarding question three, which is concerned with library instruction given as a unit in the freshman English course, 118 or 30 per cent indicated that one lecture is given to English classes by library staff; 103 or 26 per cent give a series of lectures by the library staff English classes and 176 or 44 per cent

[3] George S. Bonn, *Training Laymen In the Use of the Library.* (New Brunswick, N. J.: Graduate School of Library Service, Rutgers—The State University, 1960) pp. 27-54.

[4] Letter from Richard A. Farley, associate director of libraries, University of Nebraska, April 14, 1961.

did not present lectures in connection with English classes, while 20 failed to respond. Combining the single lectures and a series of lectures given in conjunction with English classes, we find that 221 academic libraries, or 56 per cent of the libraries surveyed, give instruction in the use of the library to English classes.

Teaching freshmen the use of the library in conjunction with English courses seems to be the preference of the majority of the respondents. Nevertheless, librarians are not completely satisfied with this arrangement. The librarian of the University of North Dakota writes, "Our instruction in library use is done in the freshman English course by the instructors in the English department and classes are then brought to the library for a test in library materials and use, which is compiled by the library staff but administered by the English instructor. During the taking of this test the library staff and sometimes the instructor are available to assist the students and offer explanation and further information. We do not feel that this is a very satisfactory means of accomplishing library instruction. In the first place, the responsibility of the individual instructor is met with varying degrees of enthusiasm and competence. Second, the library test seems to be viewed by students rather as a hurdle to be crossed than as a useful adjunct to studies in all fields. Third, because of this student attitude, there seems to be a minimal amount of actual acquaintance with library tools, plus copying of answers from others with similar questions, and other time-saving short cuts." [5]

Although a semblance of cooperation exists between the English department and the library in a large southern university, the respondent writes "This year we changed our program and now have only a thirty-minute televised picture (not enough, but all allowed by the English department) . . . I, personally, am not satisfied with the televised class as it is now handled, but it will be difficult to convince the English department that more time is needed." [6]

Several librarians in their letters indicated that efforts were being made to improve the instruction in English classes. One healthy sign comes from the librarian of Western Michigan University. Miss Stokes reports, "This summer the educational TV staff of the university expects to work with the English faculty and the library staff to prepare a tape to be used for library orientation in English classes. We have high hopes of this being a much better solution than our previous attempts." [7]

Question four sought to elicit whether formal library instruction is given by the library staff to freshman students in a subject area other than English. Answering this query, we find 90 librarians or 23 per cent who responded affirmatively, while 272 librarians or 68 per cent replied negatively and 35 librarians or 9 per cent ignored the question. It appears that for all intents and purposes English seems to be the desired vehicle for instructing freshman students in the use of the library.

Librarians were requested in question five to denote that if instruction is not given in conjunction with the English courses, whether it is given by the library staff, with class work in subject courses at a time when the students are most likely to be using the materials. Their answers revealed that 137 or 34 per cent marked *yes,* 166 or 42 per cent marked *no,* while 94 or 24 per cent did not answer. These results pointedly call attention to the fact that the majority of the respondents give the instruction when the students are not using the library for research purposes in their course work.

[5] Letter from Donald J. Pearce, head librarian, University of North Dakota, April 4, 1961.

[6] Letter from Lucille Higgs, assistant, general education division, Florida State University library, April 7, 1961.

[7] Letter from Katherine M. Stokes, librarian, Western Michigan University, June 20, 1961.

The answers to questions four and five do not correlate, but the investigator refused to discard question five, for there is the possibility that if busy respondents hastily read question five and ignored the *not* in the wording of the question, the last question in the preceding paragraph is apropos. At the same time, the low correlation directs attention to one of the great limitations of the questionnaire method, i.e., the respondents do not always interpret and answer the questions in the same context that the investigator is considering.

Turning to question six which attempted to ascertain whether instruction in the use of the library is coordinated with the work of the library, we find that 127 or 32 per cent replied *no,* 181 or 46 per cent *yes* and 89 or 22 per cent failed to respond. It is clearly evident that the largest percentage of the respondents felt that there is real coordination between the library and the academic departments in this regard.

Librarians were requested in question seven to answer the crucial question: Do you feel that freshman library instruction should be given by members of the teaching faculty without the cooperation of the librarian and his staff? An overwhelming majority of 379 librarians or 95 per cent answered *no,* seven librarians or 2 per cent stated *yes* and eleven librarians or 3 per cent gave no response.

Librarians responded in eloquent, forthright, clear and unequivocal language, in reference to question seven. The librarian of George Peabody College for Teachers stated, "As for myself, I am rather firmly convinced that as our collections grow larger and larger, the library staff must and should be the persons designated to offer a minimum program of instruction in the use of the library." [8] The director of libraries at the University of Notre Dame pointed out that, "I disagree very strongly with a program that would provide freshman library instruction by members of the teaching faculty without the cooperation of the librarian and his staff." [9] Two interesting comments that were included on the questionnaire are the following: Herbert B. Anstaett, librarian of Franklin and Marshall College, gave a resounding "definitely no!" In his terse style, Guy Lyle, director of libraries, Emory University, who answered *no,* stated, "although it would be better than non-instruction."

The final question attempted to elicit from librarians whether there was wholehearted faculty planning and participation if the instruction was handled by the library staff. The findings showed that 170 or 43 per cent reported *yes,* 135 or 34 per cent stated *no,* and 92 or 23 per cent disregarded the question.

Many of the respondents objected to the investigator's use of the phrase "wholehearted faculty planning and cooperation." They vividly opposed the use of "wholehearted," striking through the word and substituting words which did not bespeak well of their faculties. Some of the more vocal comments on their questionnaires are as follows: Frank A. Schneider, assistant librarian of Arizona State University, wrote, "Where we have stirred interest the cooperation has been high." Joseph T. Popecki, assistant director of libraries, Catholic University, stated, "varies with the many freshman English instructors." Mrs. Mary Watson Hymon, librarian of Grambling College, wrote "wholehearted planning and participation of those involved. We do not reach the total faculty." And Sarah D. Jones, librarian of Goucher College, commented, "As new faculty members come, we have to convert them, so that degree of wholeheartedness wavers."

Implications

The foregoing analysis of the responses from the 397 librarians suggests serious

[8] Letter from J. Isaac Copeland, librarian, George Peabody College for Teachers, April 17, 1961.

[9] Letter from Victor Schaefer, director of libraries, University of Notre Dame, March 31, 1961.

implications regarding the extent of instruction in library use and the role of the library staff in the process. Most of the respondents (60 per cent) do not offer a required formal course in the use of the library. It may be that librarians have rejected this approach as being academically unfeasible or curriculum committees do not desire the encroachment. The small number (27 per cent) who offer the required course indicated that the course is handled by a member of the library staff.

Orientation week is used by many librarians to introduce the incoming college students to the location of the library. The largest number (45 per cent) that offers elementary instruction in the nature of one lecture or guided tour, and a few (19 per cent) present several lectures during this period. A growing number of librarians seem to be doing away with the orientation week approach, because of the large enrollments and the helter-skelter fiesta-type affair that characterize most orientation periods. Concerning growing enrollments, one librarian asserts "We used to give a series of lectures, but due to the rapid increase in student enrollment, the librarians found they had too much to do in such areas as building the collection, etc., to keep up with all of these lectures. . . ." [10] Miss Seaberg writes, "We did have for years, a tour-lecture system. As the enrollment increased and the staff load became heavier, this method seemed to get more and more mass-produced and less effective." [11] Orientation week programs seem to be less palatable. In the words of an English instructor and a college librarian, "clearly, it is not enough to arm the freshman with the floor plan of the library and urge him forward." [12]

On the basis of the findings, it appears that the freshman English course continues to be the traditional course for offering instruction in the use of the library, for 56 per cent reported affirmatively on this question. Many librarians while indicating some degree of cooperation from their English departments are not completely satisfied as reported in the letters referred to above. Cooperation between the library and the English department is essential, if a modicum of progress is to be experienced. This view is cogently voiced by a distinguished reference librarian who states, "I would like to emphasize that the success or failure of any program depends to a great extent upon the cooperation of the English department. We have had our good years and our poor years, depending largely, we feel quite sure, upon the enthusiasm and interest of the faculty member in charge of freshman English instruction." [13]

The majority of the librarians who indicated that instruction was given in courses other than English also pointed out that the instruction was given at a time when the students were not using the library materials. We have no explanation for this situation. There is the possibility that the unit on the use of the library is sandwiched in at the most opportune time without regard for the sound educational philosophy of presenting the instruction when it will be more beneficial to the students.

The results of this study confirm this writer's belief that freshman library instruction should not be given without the cooperation of the librarian and his staff, for 379 librarians (95 per cent) asserted this fact. Librarians are better qualified by their training and knowledge of bibliographical techniques to guide the uninitiate through the maze of materials that are now housed in college and university libraries. As the writer pointed out at the beginning of

[10] Letter from Juliette A. Trainor, librarian, Paterson State College, April 5, 1961.
[11] Letter from Lillian M. Seaberg, assistant librarian, University of Florida, April 6, 1961.
[12] Haskell M. Block and Sidney Mattis, "The Research Paper: A Co-operative Approach," *College English*, XIII (January 1952) 212.
[13] Letter from Josephine M. Tharpe, reference librarian, Cornell University library, April 7, 1961.

the paper, it is foolhardy to amass the highly specialized reference tools and collections and, at the same time, fail to provide instruction in the use of these materials. Many of our college freshmen come from areas where there is poor school and public library service; thus, their first experiences in the college library can be foreboding. By and large, members of the teaching faculty are not equipped to cope with this type of college freshman in the college library.

Some college instructors have become so immersed in the educational jargon of "independent study," while they have forgotten that most of our students will continue to be dependent for many years to come until we improve the public schools. A librarian who has a serious concern about instructing the average student in the skills of using the library effectively asserts, "the average or below average student, on the other hand, is likely to avoid the library, having found it a useless if not actually a terrifying place. It is not enough that he be stimulated to use the library, he must be provided with experiences which convince him that using the library is a necessary and meaningful part of education." [14]

It is impossible to evade one of the serious questions raised by librarians who reported that they had dropped library instruction because of growing enrollments and shortages of staff. Increasing enrollments and staff shortages will become more acute as we move towards the 70's. This is a salient fact which every library administrator must consider. A solution to this problem may very well be our turning to automation, as suggested by the director of libraries at Southern Illinois University.[15] In our search for alternatives and in our quest for closer cooperation with the faculty, librarians must be ever mindful that the college library is not an adjunct to teaching, it is at the very heart of the instructional process. Therefore, it is of utmost importance that college students be given the skills to use the library at the beginning of their college education.

The role of the librarian in educating the faculty to this point of view is arduous. College librarians must emphasize the following two inescapable points to their teaching colleagues. First, students' knowledge of using the library strengthens the relationship between the library and the instructional program, and second, professionally trained librarians who teach the skills of library use will not usurp the responsibilities of the faculty, but will supplement their efforts, for librarians alone are aware of the bibliographical and guidance services that the library staff is capable of offering. The essentiality of the times is the need for the integration of college libraries more completely with the curriculum, through a coordinated program of instruction in the use of the library.

[14] Patricia B. Knapp, "The Montieth Library Project: An Experiment in Library-College Relationship," *College and Research Libraries*, XXII (July 1961) 257-258.

[15] Ralph E. McCoy, "Automation in Freshman Library Instruction," *Wilson Library Bulletin*, XXXVI (February 1962) 468-472.

Magnitude of the Paper-Deterioration Problem As Measured by a National Union Catalog Sample

The deterioration of paper has worried librarians for many years, and evidence that the situation is even worse than had been feared was supplied in 1959 when the Council on Library Resources sponsored studies on the permanence of book paper. Careful tests of the physical condition of 500 typical nonfiction books printed in the United States between 1900 and 1949 supported the conclusion that "it seems probable that most library books printed in the first half of the twentieth century will be in an unusable condition in the next century."[1]

During 1960 the Association of Research Libraries appointed a Committee on the Preservation of Research Library Materials under the chairmanship of Douglas W. Bryant of the Harvard University Library, and this committee has been investigating various aspects of the problem. One of the most obvious but also most difficult questions that has confronted it relates to the magnitude of the program that would be required to preserve research materials. It seemed desirable, as a first step, to try to determine how many different books are in American research libraries, and how many of these were printed since 1870 when the "poor-paper era" began.

Consequently a grant was obtained from the Council on Library Resources to enable the committee to retain the Research Triangle Institute of Durham, North Carolina, to draw and analyze a sample from the National Union Catalog. It should be emphasized that all figures reported below refer only to books represented in the National Union Catalog, and do not include serial publications.

As copies of the *Revised Final Report on the Sample of Cards from the Union Card Catalog, Library of Congress* are available free of charge from Mr. Bryant, details of the sampling procedure will not be given here. The Main File of the Catalog was covered, as well as the Supplemental, Current, Slavic, Hebraic, Chinese, and Japanese sections; but cards for 1952-1955 were not included because they had been withdrawn at the time for reproduction. The sample consisted of 952 cards, of which 735 were for book titles; the remaining 217 were analytics, added entries, cross references, entries for manuscripts, etc.

The total number of cards in the National Union Catalog was estimated to be 15,330,800. The number of different book titles represented was 10,493,300 or, since the average number of volumes per title was 1.37, approximately 14,376,000 volumes. Of the titles, slightly more than 58 per cent (6,099,800) were reported by a single library, but heavy duplication of holdings for some of the others brought the average to 2.35 holdings reported per title.

The average number of pages per title was estimated at 285.8965, so the number of pages represented by all book titles in the catalog was estimated at 2,999,998,000. It was further estimated

(Continued on page 543)

1 *Deterioration of Book Stock; Causes and Remedies. Two Studies on the Permanence of Book Paper*, conducted by W. J. Barrow. Edited by Randolph W. Church (Richmond: The Virginia State Library, 1959) p. 16.

Feed and Weed: A Philosophy Of Book Selection

By PHILIP M. BENJAMIN

HORTICULTURALLY, we could have a garden club brunch, romping through the analogies of book stacks to espaliered *allées,* and persuade ourselves to be reincarnations of Horace Walpole, lover of books and gardens. But the commercial slogan of "Feed and Weed" will bring us nearer to earth in dealing with the very practical, everyday problems of maintaining a well-used book collection, and give, hopefully, to the old, familiar and worn truisms of book selection a fresh pertinence, a basic and workable philosophy of action.

May I indicate from the start that this paper is not a manual on book selection and readers' services, but some consideration of a "way" we can approach these tasks. My purpose will be achieved if, when I am finished, the reader will have found basic ideas that will make his own selection and use of books more constructive, meaningful and consistent.

The professional literature is full of suggestive devices, often helpful and applicable to one's individual situation; but such patchwork thinking on the matter seldom creates a strong, unified set of principles. We are here standing back from the procedures involved with the hope of seeing more clearly the result. If, in reviewing these procedures, we can evolve a consistency of purpose, we are more likely to derive a philosophy that will strengthen the quality of the collection and thus enhance its use. In short, I hope to stand somewhere midway of abstract theory and practical instruction.

We need, first, to agree upon circumstances upon which we can base our discussion. I am thinking in terms of college libraries with a book count from thirty thousand to three hundred thousand titles, with an average yearly acquisitions program of one thousand to four thousand titles. Any substantial count of duplicates for reserve, or for other purposes, should be deducted from the total holdings. The inclusion of regular acquisitions on standing orders, or in series, is not reconsidered beyond the original decision to acquire such titles. We shall explore methods of selection, but I am assuming that our librarian has as a major responsibility the development of the collection. For this reason I have indicated three hundred thousand volumes as our maximum size, presuming that such a collection in general will be maintained in a single building. If we have substantial departmental libraries, or even of necessity must house our collections in decentralized areas, such circumstances can definitely affect a philosophy of book selection. I stop short of the university library because here frequently there are aspects beyond our concern, such as resources for research for advanced degrees, or areas of highly specialized disciplines peculiar to the individual university. Such diversity involves delegation of authority. There may be found in this paper, nevertheless, ideas expressed that can be applied to this more complex problem.

But this distinction for our purpose between the undergraduate college and the university library implies two other

Mr. Benjamin is Librarian, Allegheny College, Meadville, Pennsylvania.

aspects to be clarified. There is a definite relationship between open-stack policy and book selection. In most instances today the college library participates in the academic program by arranging a minimum of barriers between the undergraduate and the book. Ready access to the stacks is a learning process in itself. The limitation of stack privileges in the university library is defensible, particularly where decentralization provides departmental resources more readily at hand.

Allied to book selection, of course, is that of magazine and journal subscriptions. While I am omitting discussion on this point, we cannot finally judge the quality of any library without awareness of the resources thus available.

Let us assume, then, preliminary to expressing a philosophy of book selection, that the responsibility is one person's, a librarian who is thoroughly acquainted with his holdings; and, within the administration of his college, in a position to be cognizant of the institution's philosophy of education. These are prerequisites to constructive thinking.

A philosophy of book selection, then, first must be consistent with the basic philosophy of education sustained by the college. One should not labor so obvious a point, except to note that it affirms the important role of the library in any educational program. In contrast to the departmental laboratory, workshop, or clinic, the library must serve the entire college, academically and extracurricularly as well. A recognition of this truism supports the administrative significance of the librarian. It is not enough that his book collection serve the individual departments; too often this is responsible for the imbalance of the collection. By appointment the librarian, like the deans, is directly responsible to the president, and he should share in the top administrative discussions of policy. At the same time he is a close adjunct to department heads, and needs to be in closer touch with individual faculty chairmen than that arising merely from association with the dean of the faculty.

Wherever the educational philosophy is clearly defined, the librarian can strengthen the united effort as it is passed down from president to instructor. In its formulation, one asks such questions as: Are we committed to a program emphasizing the total development of the undergraduate, in and out of the classroom? Are we a college highly specializing in the arts (or in the sciences) but not unmindful of valuable allied interests? Have we, by inheritance, accumulation, or emphasis, collections peculiar to our institution that need support and further development to insure their maximum use? Are we alert to trends and prepared to judge those of ephemeral and those of lasting interest and value? In the development of new areas of subject fields are we prepared to calculate the financial needs of the library as well as that of instruction? The answers to questions of this kind propound the educational philosophy of the college, and give unity to its achievement. Thoroughly acquainted with his collection, the librarian can present both the needs and the resources to the policy-making body.

The task of book selection solely by the librarian is an insuperable one, and undesirable as well. However successfully the mechanical selection of titles may be geared to the annual budget, it usually remains impersonal and wasteful. This is not the occasion to harp on the educational training of the librarian, except to point up the value of the subject disciplines over the general elementary background. Such textbooks as Lester Asheim's *The Humanities and the Library* are useful but by no means take the place of extensive study in a subject field, which trains the student in scholarly methods as well as resources. As a

librarian, he then approaches fields other than his own with some appreciation of the kind of resources needed at various levels of study.

The librarian's cooperation with faculty departmental chairmen is mutually beneficial. Let us assume that our librarian is well versed and trained in politics, in chemistry, in literature, or in history. The collaboration with the faculty in any one of these areas in which he may approach their equal makes him more adept at accepting the counsel and suggestion in those areas in which he is clearly less informed but recognizes a manner of approach. Whatever the condition of the collection when the librarian undertakes a program of selection in specific areas, there must be a beginning, when department chairmen and librarian take stock of their resources and start strengthening it. In his own areas he can readily take the initiative; in other areas he must learn from his colleagues.

There is no point in rigid procedure here, so long as the selection is a simple and prompt one, where needs are anticipated and immediately filled. The varying percentage between titles selected by the librarian and by the professor will soon indicate the proficiency and preoccupation of each.

But unless the faculty are made aware of the resources and needs, unless they have the initial concern with acquisitions in their subject areas, the value of the selection is jeopardized so far as it contributes to usefulness and return on the investment of cost, processing, and shelf space. All of this is directly allied to putting the total educational policy of the college in action, and results in a healthy cooperation between faculty and library staff. But here I am pointing towards a philosophy of use.

Acquisitions recommended by the changing body of undergraduates seldom have marked significance, but should be considered by the librarian in maintaining his collection, especially where the open-stack policy prevails. For, even assuming that librarian and faculty have a good working understanding, the requests of the alert student, well motivated to individual searching by his instructor, may point out needs that have been overlooked. In addition, there is the whole area of extracurricular reading that must be supported in an attractive and satisfying book collection. Therefore the librarian finds his association with the dean of students and student life itself a valuable indicator of needs. In this way, the wise selection paves the road from curricular needs to the true breadth of interest which can be one of the most valuable attitudes cultivated in college. Here, perhaps, the librarian puts his philosophy of book selection to its greatest test, in maintaining a well-balanced collection.

At this point the reverse of selection plays a most important role and must be approached as philosophically. But when one has his principles and practices of book selection clearly in hand, he can proceed boldly upon a program of discarding. We all know how libraries accumulate until the problem of containment becomes a very real one. Temporary solutions only put off the inevitable awhile. But if we begin by understanding clearly the college's educational philosophy, we can with fair accuracy decide the optimal size of our collection, and proceed within these limitations. I shall not enumerate the many devices to be used, but concern myself a moment only with the weeding process itself. Worthless and superseded materials must be ruthlessly discarded; little-used materials must be placed in storage; historical landmarks gathered with exclusive judgment into small, permanent collections. These will result in a well-pruned, frequently reviewed collection on open shelves which will deprive no user of ready accessibility to the latest and the best, availability of all classical and standard works, a stimulating acquaint-

ance with the historically valuable, and a sound protection from the great amount of ephemeral and worthless material. It is clear that rejection plays as important a role in any philosophy of book selection as does the choosing of materials to be acquired.

No philosophy of book selection is complete unless it considers the cooperation of the selector with his library staff. As the president informs his deans and department heads of his educational philosophy, thus reaching out to the faculty as a whole, so the librarian must share his philosophy of book selection with his departments within the library. As this gives him stature within the administrative organization, so it gives the staff of the library stature within the faculty.

He turns, then, first to his cataloger, or the head of his technical processes. Here the shelf list reflects the growth of the collection and the continuous problem of classification. As the faculty chairmen suggest *desiderata,* so the cataloger can be alert to serious needs and replacements while at the same time he sees the necessity of reclassification. Just as the preparation of a detailed subject bibliography may be revealing, so a problem of reclassification may present a serious weakness. The process of weeding, both slow and tedious, as well as engrossing and exhilerating, often calls attention to reclassification needs.

And finally, we move into the area which validates any philosophy of book selection: the readers' services. The reference and the circulation librarians are the most conscious of patrons' demands, and we cannot fail them. Again, the requests to them often reach beyond the specialized departmental inquiry to a background where the strength of the basic reference materials is repeatedly tested. Circulation and reference librarians, in turn, like the faculty chairmen, must be a part of the book selector's collaborative efforts.

This is a philosophy of book selection. Much of what I have said, I am sure, is obvious and common practice. But it makes clear, I hope, the very real, personal element that goes into making such a philosophy, which is as it can only be, since books themselves have value only as they are read.

Global Documentation Standards

Representatives of eleven member nations of Technical Committee 46 of the International Organization for Standardization considered seven proposed global standards for documentation in a June meeting in Paris. The three United States members were assigned the drafting of a new introduction governing transliteration of Greek and Cyrillic characters. No action was taken to revise the full global recommendation on transliteration but such work may be included in the committee's long-range plans. Draft proposals for bibliographical references, indexing of publications, title leaves of a book, abbreviation of generic names in periodical titles, and of typical words in bibliographical references were approved by the committee. Ratification by the forty-six member nations is the next step.

France was assigned the task of the romanization of Chinese, and a working group on transliteration will draft a report on the principles of transliteration, including Japanese and Yiddish.

Princeton's New Julian Street Library

By WARREN B. KUHN

FIFTY YEARS AGO Woodrow Wilson as president of Princeton University spoke out vigorously in favor of an underlying Princeton concept, the "habit and freedom" of independent reading. His preceptorial system of instruction had just been inaugurated, and he was explaining how it would help create and stimulate the reading habit.

On December 2, 1961, a half century later, when Princeton dedicated its newest library venture, the Julian Street library, that "habit" was still being actively cultivated and had been implicit in every step of the new library's planning and construction. Designed primarily to be a highly selective collection for the Princeton undergraduate, the Julian Street library is housed in an entire wing of a new dining and social building known as Wilcox Hall. The hall itself is the center of a new five-dormitory quadrangle with quarters for two hundred undergraduates. It contains in addition to the library a dining hall, lounge, seminar, music and meeting rooms, and a residential penthouse for guests.

In early 1957 when, as part of a major capital fund campaign, planning began for alleviation of dormitory overcrowding and an alternate mode of life for nonclub upper classmen, a faculty-administrative committee working closely with the university librarian developed the fundamental concept of the new quadrangle, of which a compact, undergraduate working library was to be a supremely important part. From the beginning it was visualized that this must be a place where undergraduates would live in an atmosphere conducive to intellectual and cultural growth, and where in the words of William S. Dix, the university librarian, "a real library would do more than any other architectural feature to bring this about." Such a library, too, necessarily had to be an integral part of the university library, but in a way permitting a definite sense of pride in their library to be built up by resident students.

Mr. Kuhn is Chief of the Circulation Department of Princeton University Library. His master's in library science is from Columbia.

The Julian Street library contains principally those books most in demand at the main library for the curriculum-stimulated reading of its undergraduate patrons. In addition, it includes lively and important supplementary material, standard classics essential to the development of the "whole man," a basic reference collection, light literature for recreation, and books of value suggested by residents of the quadrangle themselves. As a result its titles cover the entire range of the Princeton curriculum: religion, politics, economics, art and archaeology, sociology and anthropology, science, music, Oriental studies, including Asian and Near Eastern materials, and Slavic studies, plus the traditional academic fields. At present the collection consists of five thousand volumes which will be increased by one thousand books each year to the library's maximal capacity of ten thousand volumes.

As to specifics, textbooks have not been included, nor literary sets. For example, only five of Dickens's works have been chosen; if an undergraduate desires to read further he is encouraged to de-

velop his specialty in depth with the full resources of the university library. In foreign literature both the original and the translation are purchased; for example, Thomas Mann is represented in both English and German editions, and the same practice is repeated with other important writers such as Balzac, Lorca and others.

Although the library is open to all, actual circulation is confined to residents of the new quadrangle and members of the Woodrow Wilson Society, an undergraduate campus society that uses the new hall as its social and intellectual center. These last two groups number 465 persons.

The collections have been housed in an attractive modern room with book-lined walls and alcoves with more shelving, study tables, and comfortable chairs. Its entrance is on ground level and as a separate wing is free from any noise or disturbance from the dining and social wing of the new hall. Smoking is permitted, and a single student on desk duty near the combined entrance-exit permits use of the wing from 1:00 P.M. until midnight, seven days a week. The Princeton identification card is used for all circulation control.

Participation on the part of the undergraduates in the development of the new library has been encouraged by the appointment of an advisory committee. This is composed of representatives of the Woodrow Wilson Society, residents of the quadrangle, and faculty and library staff. It meets regularly to consider matters of policy and to make decisions on book selection.

The collection has been visualized as primarily an extension of the Princeton University library. It is not intended to support advanced research of any nature, but a student will be able to study for general courses in the new library and to find books for general reading and browsing. There will also be a modest number of scholarly periodicals. These are expendable, and no back files are maintained.

All planning, book selection, processing, and administrative responsibility was placed in the hands of a senior university library officer, the author of this article, who, early in 1957 made initial visits to both Harvard and Yale to study the strengths and weaknesses of residence hall libraries. These visits helped establish several primary operating rules. Not only must a library be integrally part of the university library, but financial control of all residence library funds must remain in the hands of the university library. Growth is dependent on the staff and facilities of the main library, and far more efficient cataloging and purchasing can be accomplished in this manner. In the Yale and Harvard experience many of their older residence hall libraries were the results of early gifts, bequests, and accretions, the latter coming about through interest in certain subject fields by masters and tutors of the various houses. Drastic weeding had been forced upon them, and they complained of lopsidedness that had existed. By their generous warnings about such dangers, the Julian Street library was able to avoid many pitfalls and mistakes.

It was decided immediately that all books in Street would be duplicated in the main library collection, and their classification would be similar for easy movement back and forth since eventually there would be considerable weeding of unused titles. An author catalog was planned, as well as a separate shelf list in the main library for bibliographic control. Since by the time the library began operation it was felt the collection should be fairly well established, a figure of four thousands books was aimed at for the starting goal. This also furnished initial budget perspectives.

The next, and single most important step, of course, was book selection. It was then that the project ran up against the common problem: the current awe-

some lack of appropriate bibliographic aids. Most of the standard works were out of date, notably Lamont and Shaw; and the "new Shaw" was still on the drawing boards. Even the newest lists by Jones and Jordan, while good, were annual compilations and of little use for our comprehensive purpose. As the newest (at the time) of the Harvard residence libraries was at Quincy House, Princeton asked for and was obligingly sent an electrostatic copy of its shelf list. This very bulky package of galleylike sheets was broken down into its component Dewey parts and each subject area thus obtained was submitted to our faculty departmental chairmen with a covering letter from the librarian. Each was asked to approve, delete, and make suggestions for new titles. As a guide to setting up a percentage system of books in the subject fields for the original four-thousand-volume list, a percentage breakdown of undergraduate departmental course elections was used. In some areas, such as science, the percentage of books was kept flexible since strict adherence to the numbers of men enrolled in these programs would have overbalanced total library holdings. It is interesting to note that the science section is growing rapidly and is heavily used.

Over a period of months the lists were returned, some indicating fair agreement with the many standard works on the Harvard list, but most with freshly-drawn lists of their own. Many departments were most enthusiastic over the opportunity and submitted extensive suggestions. Others appointed faculty representatives to work with the project, designating particularly those men alert to the requirements and thinking of the undergraduates. At some point soon the cumulative lists will be recirculated among the faculty for further additions and changes. This review will certainly be prior to any distribution of what might be termed a "finished" bibliography.

Once the major proportion of lists was in, processing personnel were hired and suitable work and stack holding space provided in the main library building. Since all titles were to be duplicated, processing consisted mainly of ordering in bulk, receiving and checking, and cataloging received titles by the book-truck load at the main catalog. Lettering, labeling, and other similar chores were done only when enough volumes had been cataloged to allow for production-line methods.

The processing staff consisted of a part-time supervisory person with previous library and cataloging experience and a full-time clerk-typist. The project begun in April 1960 and scheduled for completion that fall was extended as the result of construction difficulties through September 1961, but this extra time proved necessary for really adequate processing of approximately forty-five hundred volumes. During the summers the project typist was replaced with locally hired college girls who did card typing, lettering, and other processing.

Book orders were divided roughly into three categories: (1) Bulk orders to a single jobber, (2) university press items, and (3) foreign books.

Bulk orders were expedited by means of typewritten lists, each ranging from several hundred titles to several thousand at a time, with covering letter. Regular blank library invoices, stamped with the project's designation, were sent to the jobber separately. Although it is standard practice at Princeton to cancel titles temporarily out of stock, the jobber was requested to keep these on file for later filing with an agreement that all orders not received after ninety days would be considered canceled. Individual work cards had been typed from the original faculty book lists and these were used in the preparation of all book orders and also as a check-in record.

At first cataloging was accomplished by the simple expedient of the part-time supervisor transferring to a process slip information from the main catalog, the

typist preparing catalog cards from each work slip. However, it was soon discovered that since a good many titles were now available only in new editions, as distinct from copies, these had to be turned over to the main library catalog department for processing. About one-fifth of the way through the project, the increasing number of new editions and the growing burden to the main catalog department resulted in the adoption of LC cards. Project LC orders specified a main card for the university library catalog, a shelf list card, and a full set for the Street catalog.

Once the book was cataloged, all processing was done by project clerical personnel. This included preparation of book pockets, a bookcard, and plastic book jacketing. Attractive covers were particularly wanted and more than 80 per cent of our collection is now jacketed in plastic.

Since the Street Library is a phased operation, its budget was similarly arranged in three distinct phases, although actual costs are naturally available only for the one completed. (See Table 1.)

An additional nonrecurring cost has also been provided to cover preparation and distribution of a preliminary multilithed book list of the library, complete with periodic supplements.

Funds for construction and the first ten thousand books as well as an endowment which will enable the library to add the several hundred new books each year are the gift of Graham Mattison, Princeton '26, in memory of Julian Street, author and playwright. Mr. Street, whose son, Julian Street, Jr., '25, is a Princeton alumnus, lived for many years in Princeton and remained a close friend of the campus and the undergraduates during his lifetime. A charcoal sketch of him done in 1915 by James Montgomery Flagg has been donated to the library by Mrs. Street, and is mounted within the entranceway. A collection of Street imprints are shelved near the reference section. Bookplates were designed by Thomas M. Cleland,

TABLE 1

Phase I.	INITIAL 4,000 VOLUMES (April 1960—September 1961)
	Proposed expenditures
	$20,000—Books ($5.00 per volume)
	10,000—Processing
	$30,000
	Actual expenditure
	$20,000—Books (4,400 purchased)
	6,275—Processing (Includes wages, equipment and supplies, moving to new building, etc.)
Phase II.	FIRST FIVE YEARS OF OPERATION
	Acquisition, 1000 books per year—$5,000.00 per year
	Student salaries (including $75 monthly for student manager responsible for scheduling, daily operation, etc.)
	Equivalent of junior cataloger (half-time)
Phase III.	AFTER FIRST FIVE YEARS
	Acquisitions—$1,000.00 per year (200 volumes per year at $5.00 per volume)
	Student salaries
	Processing (1/4 time, junior cataloger; for addition of 200 new volumes, and withdrawal of a similar quantity of obsolete or little-used volumes)

noted typographer and a close personal friend of Julian Street.

The architectural firm of Sherwood, Mills and Smith designed the entire quadrangle, including the library wing. Traditional Princeton ashlar stone is used for retaining walls and foundations, while the buildings themselves are of brick with limestone facing.

Bookshelves completely line all available wall space to a height of six feet, with shelving 12″ deep. The room itself is divided into a number of reading alcoves by the use of freestanding double-faced wooden ranges. Three waist-high ranges form three lounging alcoves, complete with easy chairs and couches, while other alcoves and open spaces are provided with solid birch-wood tables with satin chrome legs. All tables and straight chairs are modeled after those in Firestone library. Easy chairs and couches are covered in a heavy, durable, attractive plastic. A fruitwood finish is used throughout as the dominating wood tone, including the parquet floor, and all special furniture is finished to match. Seating is for fifty-one. Casement-type windows line the north and south walls with fireproof, full-length curtains. A series of domed skylights provide further daylight illumination and, at night, fluorescent ceiling lighting is used.

As reader space and book duplication grows increasingly necessary at Princeton, the Julian Street library should provide real assistance in meeting those needs. It will also provide, in the way lauded by Wilson so many years ago, continuing opportunity to find in comfortable surroundings a ready supply of those books intended to arouse the appetite of the mind for the "habit and freedom" of reading.

"The End of Education"?

"A core curriculum is one in which the children bring apples to school, eat them, and plant the cores in the school grounds. They watch them sprout and grow into leaves and blossoms and then fruit. This is *Science.* They paste pieces of bark and twigs and leaves on paper and they paint pictures of the apples in a dish. This is *Art.*

"The children sit around under the tree singing 'In the Shade of the Old Apple Tree.' This is *Music.* The story of Johnny Appleseed is told them. This is *Library Study.* They climb the tree and pick the apples. This is *Physical Education.*

"They count the apples, 'taking away' the wormy ones. This is *Arithmetic.* In their own words, they tell what a tree is and what they felt when they saw the cores turn into trees. They also write letters to the National Apple Growers' Association. This is *Language Arts.* The gifted children do enrichment research by reading Kilmer's 'Trees' or by finding out about Isaac Newton, the Apple of Discord, The Garden of Eden, William Tell and other apple-y events.

"They learn such words as *arbor, l'arbre, Apfel, Baum, manzana.* This is *Foreign Languages.*

"The boys build boxes to store the apples. This is *Industrial Arts.* And the girls bake them and sauce them and pie them. This is *Homemaking.* Then everyone eats them and learns about their nutritional value. This is *Health Education.*

"These activities have been performed without a text-book or a workbook.

"When all the apples are gone, they take the cores once again and plant them in the school grounds and watch them grow and flower and fruit. Pretty soon, you cannot see the school for the trees. This is called *The End of Education.*"—*Columbia Forum,* as reprinted in *Toronto Education Quarterly,* Autumn 1961.

Extra-University Sources of Financial Support for Libraries: A Symposium

A PERSON wishing to study the sources of operating funds in university libraries will find little to guide him in the existing literature. Practically nothing appears to have been written upon it, and the reason for the neglect is difficult to identify. Perhaps it is that historically there has been only one major source of operating funds—that is, the university coffers—which has been supplemented in varying degrees by gifts from private donors.

Recently altering social patterns, however, are having an impact on the sources of funds in university libraries. Tax laws are encouraging the establishment of philanthropic foundations. Business and industry are experiencing increased information needs and are seeking, in some cases, to purchase information from neighboring libraries. Most important, perhaps, of all is the growing tendency on the part of the government to look upon our great libraries as a national resource which should be nourished from public funds.

What exactly is the present meaning of these new considerations in university library financing? Can trends be identified that will enable us to budget more intelligently for the future? Ought we to avail ourselves of new opportunities for fiscal support more than we have in the past? Are our impressions of the changing patterns of extra-university sources of library finance borne out by the facts? In an effort to find answers to these and other related questions, the University Libraries Section of the ACRL sponsored the following three papers. They were first read to the membership meeting of the group in Miami Beach on June 18—*David Kaser, Chairman, University Libraries Section.*

PRIVATE AND INDUSTRIAL FUNDS FOR UNIVERSITY LIBRARIES

By RALPH H. HOPP

IF ONE were to draw the profile of an academic librarian perhaps he would be inclined to include some of the characteristics of bookman, administrator, researcher, and professor but, according to considerable evidence, he would probably include less about such a person being a fund-raiser. This aspect of university library administration has been for many librarians one of the less desirable and somewhat less successful parts of their positions. This appears, however, to be an area of considerable potential—one which ought not to be overlooked in this day of unprecedented development and growth of research libraries.

Mr. Hopp is Associate Director of Libraries, University of Minnesota.

It is the purpose of this paper to examine extra-university support for academic libraries coming from essentially

private and commercial sources, excluding foundation and federal government funds. In order to base it on factual data the author resorted to the timeworn method of the questionnaire survey of libraries. This paper will describe the results of an analysis of the survey and make observations as to what might be potential sources of support which could be regarded as other than direct university allocations.

Present Status of Library Gifts

In order to determine the magnitude of the segment of support of university libraries coming from private and commercial sources a survey was made of the libraries of those institutions holding membership in the Council of Graduate Schools. According to the most recent listing, a total of 135 institutions belonged to this group, and returns were received from eighty-two libraries, or 61 per cent of the membership.

In analyzing the survey results it appeared useful to compare state tax-supported with privately-supported institutions. Also some attention was given to the relative sizes of the libraries within each category. Of the eighty-two libraries used, forty-seven were supported by state tax funds, thirty-two were privately supported, and three were libraries of municipal universities. Approximately half of the libraries had from one hundred thousand to five hundred thousand volumes each. Surprisingly, and bearing in mind that these are libraries of universities holding membership in the Council of Graduate Schools, fourteen had less than one hundred thousand volumes apiece. Twelve of the eighty-two had over one million volumes each. Therefore the distributions of the libraries by size formed the normal bell curve. Whether or not this adds to the validity of the statistical data is difficult to determine.

The total 1960–61 operating expenditures of the reporting libraries were just over fifty million dollars. If one were to

TABLE 1

Main Sources of Nonuniversity Funds Received by 82 Academic Libraries, 1960–61

Source of Funds	Cash Resources Received			
	47 State Tax Supported University Libraries	32 Privately Supported University Libraries	3 Municipal Supported University Libraries	Total for all Libraries
Friends of the Library gifts	$ 56,635	$ 28,468	$ 6,028	$ 91,131
Memorial funds	89,583	33,148	2,120	124,851
Individual donors	140,032	64,626	8,280	212,938
Special gifts for buildings	425,000	5,428,848	0	5,853,848
Alumni contributions	53,226	2,500	837	56,563
Grants	43,256	1,500	800	45,556
Endowments	2,077,248	580,536	10,408	2,668,192
Fees from individual outside users	0	2,235	0	2,235
Service to industry fees	200	396	0	596
Sale of parts of gift collections	4,565	11,975	1,276	17,816
Class gifts	3,132	6,730	0	9,862
Student fraternity funds	472	1,046	0	1,520
Miscellaneous	273,189	23,438	400	297,027
Total	$3,166,540	$6,185,446	$30,149	$9,382,137

exclude the funds given specifically for buildings, the income received from sources considered to be private or industrial totaled three and one-half million dollars, or 7 per cent of the total operating expenditures of these libraries. Including funds received for buildings, these libraries received a total of over nine million dollars from nonuniversity sources.

There was a considerable variety of sources from which libraries received such funds. By far the largest amounts were from endowment funds. These accounted for 75 per cent of the extra-university funds received, excluding building funds. Table 1 shows the relative amounts obtained and the sources from which they were received.

Over the years we have come to believe, and with good reason, that privately-endowed universities and their libraries had achieved a measure of success in attracting gifts that was envied by state-supported institutions. Powell found, for example, in his survey of nonuniversity support received by twenty-two selected libraries in 1956–57 that endowed universities were much more successful in attracting cash and materials than were state universities. The average of the cash gifts of the nine private university libraries was $102,000 as opposed to $12,422 reported by eleven state universities libraries.[1]

In analyzing gifts by type and size of libraries in the present survey there appeared to be somewhat surprising results. The most successful seemed to be the state-supported university libraries whose expenditure ranged from five hundred thousand to one million dollars annually. Table 2 presents an analysis by type and size of library.

Powell found that the selected *private* institutional libraries received cash representing 18.5 per cent of their total expenditures whereas the present survey showed them to receive only 7.3 per cent. For *state-supported* libraries Powell found cash gifts representing but 2.5 per cent of their total operating expenditures whereas the present survey revealed 8.2 per cent. One obvious difference in the two surveys was that he had among his private universities one library which received $649,000 (probably Harvard), whereas Harvard did not reply to the present questionnaire. He also included Yale which again was not included in the present survey for the same reason.

The reasons for the difference in the state-supported libraries, however, is less

[1] Benjamin E. Powell, "Sources of Support for Libraries in American Universities," University of Tennessee Library Lectures, No. 10, 1958 (Knoxville: University of Tennessee, 1961).

TABLE 2

Per cent of Operating Expenditures Coming from Nonuniversity Support as Received by 82 Academic Libraries in 1960–61 (Excluding Gifts for Buildings and Funds from Government and Foundation Sources)

Operating Expenditures	State Tax Supported		Privately Supported		Municipal	
	Percent	Number of Libraries	Percent	Number of Libraries	Percent	Number of Libraries
Up to $100,000	0	3	4.5	11	.....	.....
$100,000 to $500,000	3	24	1.6	12	.5	3
$500,000 to 1.000.000	22.5	10	11.7	7	.....	.....
$1.000.000 up	4.3	10	7.1	2	.....	.....
Total	8.2	47	7.3	32	.5	3

apparent since many of the same institutions were included in both surveys. There is perhaps some hint of explanation found in recent remarks made by Robert Vosper to the Friends of the UCLA library. He said, "There was a time, you know, and not long since, when state university libraries of this country excused the inadequacies and rawness of their collections on the grounds that only the libraries of the privately-supported universities could expect to attract private funds and sophisticated friendly help. But this is demonstrably no longer true, and the recent alteration in this pattern represents a milestone in American cultural and philanthropic history."[2]

The largest sums of money received were for building construction. However, despite the obvious appeal of having a major university building named for a donor, the amount of such funds was perhaps less than one would expect. The eighty-two institutions reported that less than six million dollars were received for buildings and these at twelve libraries. Of this type of gift only seven could be considered major amounts. The private institutions were by far the most successful in obtaining gifts in this category, accounting for nearly 93 per cent of the total moneys received, as shown in Table 1.

Summarizing the present survey, the eighty-two university libraries which reported had, in 1960–61, total operating expenditures slightly in excess of fifty million dollars of which about three and one half million, or 7 per cent, were received from nonuniversity sources, excluding funds obtained from the federal government and foundations. In addition nearly six million dollars were obtained as gifts toward buildings. State tax-supported university libraries were slightly more successful in attracting gift money than were privately-supported university libraries, except for buildings, where the private institutions, with the exception of two state institution gifts, received all of the funds.

[2] Robert Vosper, "A Word to the Wise and the Friendly," (University of California Library, Los Angeles, 1962) pp. 12-13.

Potential Sources of Support

What about the potential sources of gift moneys to which all libraries perhaps should be giving more attention? "Charitable bequests in the United States have shown an extraordinary growth in recent years," according to *Foundation News*.[3] A comparison of the federal estate-tax returns filed in 1944 and 1959 shows charitable bequests increasing from about two hundred million to nearly six hundred and seventy million dollars in this fifteen-year period.[4] Seventeen and five tenths per cent of the 1959 bequests were to private education, and 4.6 per cent were to public education, a total of 22.1 per cent, with a balance to religious and other charitable categories. In other words, in 1959 nearly one hundred fifty million dollars went to education, broadly defined as including museums, art galleries, etc., and this analysis exempts entirely estates of less than $60,000. Libraries probably should be getting a larger share of these bequests. It is an area deserving greater attention.

If university librarians are thinking of bequests as a potential source for more funds, then, according to *Foundation News,* they would find that large estates are more apt to be fruitful than small estates. For "the proportional support for education climbs with the size of estate. For estates under $100,000 about 15 per cent was given to combined public and private education institutions" in both 1944 and 1959. But "for estates of one million or more 25 per cent was so assigned."[5] The magnitude of this potential source of funds is manifest by

[3] F. M. Andrews, "Charitable Bequests: A New Analysis," *Foundation News,* III, No. 2 (March 1962), 1.
[4] *Ibid.*, p. 2
[5] *Ibid.*, p. 2

the fact that gross estates reported during 1959 totaled eleven and six-tenths billion dollars, which is about the same amount that the Foundation Library Center estimated to be the total assets of all American philanthropic foundations in that year. Also, charitable bequests almost equalled the amount estimated for the grants of all these foundations.

One other interesting observation has been made by the Foundation Library Center; it is that smaller estates, since they are mostly given over to family support, are not likely to yield substantial bequests. This is in direct contrast to charitable receipts from *living* donors, where the small-income benefactors, because of their large number, contribute the largest proportion of total gift dollars.

A few words might also be said about that much praised, sometimes much maligned, organization know as the Friends of the Library. The present questionnaire asked for information on the net income realized directly from Friends organizations, deducting identifiable management costs, dinner costs, printing and brochure distribution expenses, speaker honoraria, and so forth. Twenty of the eighty-two libraries had such an organization, and net income ranged from a low of minus $705 to a high of $7,486. Total net gain for all twenty libraries was $28,515; Friends memberships totaled about sixty-six hundred people.

It appears from these statistics that Friends organizations, with several exceptions, are not especially effective as a money-raising device. However, these statistics reflect only cash gifts. Undoubtedly many have been instrumental or helpful in bringing both funds and collections to libraries from various donors. Cornell, UCLA, Southern Illinois, and no doubt others, have Friends groups which are serving very useful purposes. A surprising number of libraries which reported not having Friends groups indicated that they planned to start such organizations soon. However, the above experience no doubt indicates that libraries would be well advised to get first the facts on the likelihood of achieving the goals set forth. The record is probably in favor of the failures rather than the successes, if the goal is primarily that of obtaining money. If, on the other hand, the chief objective is to stimulate interest and good will on behalf of the university and the library, then there appears to be a greater chance of achieving it.

I suspect that the librarians managing the going Friends organizations will tell us that their success has been the result of a great deal of effort and hard work over a long time. Even then success in attracting gifts is a difficult thing to measure for one never knows how many of the important gifts might have come to the library anyhow, whether or not there was a Friends organization.

Nonetheless, the potential support of academic libraries from private and industrial sources is great. It is such that university librarians might well consider seriously the desirability of adding to their staffs someone who could devote a considerable amount of time to fund raising. No doubt one could draw here a parallel to other areas of specialization in the university libraries. Most directors of libraries do not presume to be catalogers, nor special collection curators, nor acquisitions nor reference specialists. They employ highly skilled people to manage these aspects of their organizations. By the same token, directors, by virtue of their position alone, are not necessarily skilled as money-raisers, although there are among them some who have a known talent for doing this. It would seem that chances are good that such a fund-raising specialist could at least bring in the equivalent of his own salary annually.

Federal Funds for University Libraries

By Russell Shank

Three categories of federal support are examined in this essay: (1) the direct sources, or those that are reasonably direct, even though they are a minor element of assistance; (2) the indirect sources whence funds are transmitted via several institutional agencies before they are deposited in library accounts; and (3) federal government activities which involve the expenditure of funds for materials which are made available to academic libraries which they may not reasonably have been expected to acquire otherwise with their own funds. Not included are any parts of libraries' budgets stemming from funds available from the indirect costs of federally-sponsored research, a portion which no academic administrator could possibly earmark for tabulation. Also excluded are funds provided for limited-access activities such as special libraries in agencies associated with faculty and research departments and not part of the general library activities of the campuses.

No attempt is made to access the dollar worth to academic libraries of scientific and technical information activities supported by federal funds which eventually result in bibliographies, report literature, indexing and abstracting services, and other items of primary utility to libraries. The federal government invested ninety-eight and six-tenths million dollars in such activities in fiscal year 1962 supporting such items as the production and frequently free distribution of technical reports of the Atomic Energy Commission and the National Aeronautics and Space Administration, major abstracting services like *Nuclear Science Abstracts,* the *Bibliography of Agriculture, Index Medicus,* and the information programs of the National Library of Medicine, the Armed Services Technical Information Agency, and the Office of Technical Services.[1] The value of these activities to academic research libraries is not unimportant, but it is not within the scope of this article. No matter how little the federal government budget seems presently to provide as direct dollars for operation of academic libraries, the indispensable role of federal funds in these other activities, which ultimately are so essential to American librarianship, cannot be denied.

Mr. Shank is Assistant Librarian, University of California, Berkeley.

Data for the study came from three sources: (1) a survey of about forty-five academic institutions, particularly those participating in the programs of Title VI of the National Defense Education Act; (2) government documents and reports; and (3) a variety of personal sources, including the Washington office of the American Library Association. There is no guarantee that some amounts have not been counted twice, although reasonable care has been made to avoid duplication. There are more likely to be gaps, since the sources of money for library activities are frequently obscure, even to the librarians who spend them.

Various provisions of the National Defense Education Act are obvious sources of federal funds for academic libraries. Title IV provides that about one half of the funds of National Defense fellowships "appropriated go to the participating institutions in support of the approved new or expanded programs.

[1] *Federal Funds for Science X: Fiscal Years 1960, 1961, and 1962* (Washington: National Science Foundation, 1961), p. 47.

These funds may be used to add members to the faculty, strengthen library acquisitions, or buy laboratory equipment. In academic year 1960–61, about $6 million [was paid] to participating graduate schools."[2] Title VI (Language and Area Centers) provides that approximately 50 per cent of the funds are for "administration of the Centers' use (not purchase and installation) of language laboratories, library acquisitions, and employment of pertinent library personnel, grants for staff travel to foreign areas and cost of travel for foreign visiting scholars."[3] Most of the funds from these two titles are being spent by the faculty departments involved, and do not add directly to the general library activities of the campuses. The survey uncovered almost two hundred seventy-four thousand dollars of NDEA money, however, being used for personnel ($87,000) and library materials ($187,000) by university libraries. The librarians had little to do with deciding program content or size; this was left to faculties and university administrators. In many instances, the librarians were not even aware such money was available until it turned up in their appropriation ledgers.

An attempt was made to add aid to academic libraries to the National Defense Education Act renewal legislation in 1961, but, along with a number of other riders, this was stripped from the proposal and the Act was refueled for two years at its then-attained level. The provisions of this rider have been taken over into the omnibus legislation to be mentioned shortly.

The National Science Foundation is a source of a limited but growing amount of money to support academic library activities. It is not National Science Foundation policy to finance library operations directly. National Science Foundation facilities-modernization grants may be used to refurbish research plants which might include library space. "Library space should compete on its merits with the other space involved in the proposal and a final decision made on the basis of what is most essential to facilitate the research being conducted or envisaged at the facility."[4] Proposals totaling over two and two-tenths million dollars to support library facilities were submitted in fiscal year 1962. Grants have been made of approximately three hundred and eighty-three thousand dollars for departmental library and reading room renovations to fifteen institutions.

More is coming from this source, however. The Department of Commerce's Office of Technical Services recently established twelve regional technical report centers, eleven of them in academic libraries. The National Science Foundation has guaranteed to finance the operation of these centers, at least in their initial stages of development. The foundation may supply as much as one hundred and fifty thousand dollars a year for this activity. The foundation has given a subsidy of ten thousand dollars to another institution for a photocopying service in support of scientific activities. The National Science Foundation could directly affect the use of funds in academic libraries by assisting in the establishment of research units in individual libraries or through an association to study problems of library operations.

The federal government is also involved in supplying cash directly to its own institutions of higher learning or those for which it has accepted an administrative obligation. These are the military service schools and a university located in Washington, D. C. which are being supported in the amount of about one and three-tenths million dollars per year.

[2] *Report on the National Defense Education Act: Fiscal Year Ending June 30, 1960* (Washington: U. S. Department of Health, Education, and Welfare, Office of Education, 1961), p. 14.
[3] *Ibid.*, p. 24.

[4] Letter to author dated 3 May 1962 from H. E. Page, head, Office of Institutional Programs, National Science Foundation.

The federal government's involvement in securing library materials for academic institutions must be counted as a major source of support. Of the 592 depository libraries in existence, 352 are in academic institutions. Most of them take more than half of the material offered on deposit. In fiscal year 1962 the federal government budgeted $573,000 for the deposit of six million documents. Assuming that academic and other depository libraries have similar selecting policies, the documents deposits are worth $338,000 in book money to academic libraries. The cost to the libraries varies from eight to one hundred ninety-three dollars per library for postage.

The new depository law, among other things, (1) provides for the designation of new depository libraries, most of which will probably be in academic institutions; (2) makes available with some exceptions all government publications including the non-GPO printed documents; and (3) permits the establishment of regional depository libraries. The total value of the documents added to libraries will be over five hundred thousand dollars more than at present, or about two thousand dollars per depository.

Public Law 48 activities produced Indian government documents for three academic institutions in the United States (including the Midwest Interlibrary Center) for a period of five years. The cost to the government was seventy-five thousand dollars.

The Dingell Amendment to Public Law 480 (Agricultural Trade Development and Assistance Act) among other things makes it possible for the Library of Congress to acquire foreign books, periodicals, and other materials and to deposit them in libraries and research centers in the United States. A portion of the funds held in foreign countries from the sale of commodities under the terms of the law are available for this program. These funds, however, are not automatically available; the U. S. Treasury must declare the funds to be surplus to the normal needs of the United States, and Congress must appropriate them for various purposes just as they do other funds. Late last year the librarian of Congress was appropriated four-hundred thousand dollars for a program for collecting publications overseas. Although several score countries are involved in Public Law 480 activities, sufficient credits have accumulated in only nine of them to the extent that the Treasury can declare that surplus funds exist. The librarian of Congress chose to run a trial program in three of these countries: India, Pakistan and the United Arab Republic. Ten libraries, nine of them academic, are receiving materials from the United Arab Republic. Eleven academic libraries are receiving materials from India and Pakistan. Each of the participating libraries is volunteering five hundred dollars to help pay for the program; all are sharing the salary costs of catalogers to process the material.

The fiscal year 1962/63 appropriation bill for the legislative branch of government, including the Library of Congress, was approved by the House of Representatives on April 11, 1962. Six hundred seventy-eight thousand dollars was provided for the Public Law 480 program. The House Appropriations Committee thought the contribution by the benefactor or research libraries "commendable" but wants them to work out a more reasonable, sustained plan for financial participation. The Senate may recommend the appropriation of additional soft currency when the bill is reported. The Library of Congress has decided to restrict its operations for the immediate future to the three nations already involved, and to obtain data on which to base budget requests in future years in other countries where surplus funds are available.

Since the selection of libraries to include in the survey of this study does not

have a valid basis, an examination of the details of the survey can only give a *sense* of the availability of federal government funds for academic libraries. Briefly these are the results of the survey. About one hundred seventy-three thousand dollars were given directly to academic libraries by federal government agencies. Three hundred twenty-two thousand dollars came to the libraries directly via other university departments. The National Defense Education Act provided 58 per cent of the funds. The National Science Foundation provided 12 per cent. The remaining 30 per cent came from a variety of agencies, including the Department of State and the Public Health Service. Twenty-eight per cent of the funds were used for personnel, 60 per cent were used for library materials, 7 per cent for binding, 1 per cent for equipment and 4 per cent for unspecified purposes. Most of the funds provided by the National Defense Education Act and the National Science Foundation were used for library materials. The Department of State provided $81,650 for the operation of the East-West Center library at the University of Hawaii. The Public Health Service provided $25,300 for activities not including internships in medical librarianship. The National Fund for Medical Education gave one library sixteen thousand dollars and a variety of other agencies contributed $24,670. This prospecting suggests that approximately three million dollars was contributed in the past twelve to eighteen months by the federal government to the operation of academic libraries. All of this is evidence, primarily, of politics and ingenuity. Nothing yet discussed can be taken as evidence of a federal policy for academic libraries.

Institutional ingenuity might be able to track down other sources of federal funds. The standby public works bill (S 2965 and HR 10113) would provide seven hundred fifty million dollars to be used immediately for matching grants for public works in sections designated as redevelopment areas and an additional seven hundred fifty million dollars for "standby" use to be expended after June 30, 1963 if economic conditions warrant it. In the definitions in the bill, libraries are listed among the eligible public works. This of course means libraries in public academic institutions. The fallout shelters legislation (HR 10262) would authorize payment towards the construction or modification of approved public shelter space to any nonprofit institution engaged in health, education or welfare activities. Payment would not exceed the cost of providing, by initial construction or modification, shelter or protective features in accordance with regulations prescribed under provisions of the act.

Pending government legislation indicates, however, a closer relationship between federal policy and academic library activity. We have now to contemplate the academic facilities construction bill (HR 8900) which in several versions has passed both the House of Representatives and the Senate, albeit in still irreconcilable versions. The House version of the bill would provide one hundred eighty million dollars for the fiscal year ending June 30, 1963 and for each four succeeding years, for construction of academic facilities. Funds are to be granted only for construction to be undertaken within a reasonable time which will result in an urgently-needed substantial expansion of the institution's student enrollment capacity or, in case of a new institution of higher education, in creating urgently needed enrollment capacity. The federal share of such construction is not to exceed one third of the cost of development of the project. The Senate version calls for loans for construction of academic facilities in institutions of higher education, grants for constructing facilities in two-year community colleges, and scholarships for undergraduate students. There is a possibility that a bill will ultimately result which will provide

for categorical grants, with libraries definitely included as one of the categories to be so supported.

Omnibus legislation was introduced recently and is due for hearings in late June for an amended Library Services Act (HR 11823) which seeks to authorize ten million dollars annually for matching grants to institutions of higher education to assist and encourage such institutions in the acquisition for library purposes of books not including textbooks, periodicals, documents, and audiovisual and other library materials. Distribution is to be made to the colleges and universities in an amount not exceeding 25 per cent of the sum expended for library materials by such institutions during the fiscal year ending June 30, 1962. In the year for which a request is made, an institution would not be allowed to reduce below the corresponding figures for fiscal 1962 the amounts to be spent for all library purposes, and for books and related library materials. The institution would have to match the grant, with at least 50 per cent of such expenditure going for books and related library materials.[5]

The future, then, is encouraging. The purists among the librarians will be horrified, no doubt, to find idealistic proposals faced with noneducation influences when federal educational policy is at stake. What seem to some to be reasonable and perhaps irresistible proposals must bear up under arguments relating to the separation of church and state, segregation, and federal control over curricula, management, and other aspects of local responsibility. There seems little doubt, however, that with the increasing importance of higher education to the attainment of skills essential to the future of the United States, federal aid to the nation's higher education program will be forthcoming in larger amounts and with greater library participation than has been the experience of the past.

[5] *An Amended Library Services Act for a Comprehensive Library Development Program* (Washington: ALA, June 11, 1962), p. 2 (processed).

Foundation Support for University Libraries

By G. A. Harrer

Mr. Harrer is Director of Libraries, Boston University.

INSOFAR as the subject can be dealt with in literature, there appears to be much background reading one can do concerning foundation support of libraries. One of the major writers is F. Emerson Andrews who is an editor of *The Foundation Directory* and the author of *Philanthropic Foundations,* both primary sources of information. Books on fund-raising are numerous and contain further material. Several small periodicals are published, among them the *Philanthropic Digest,* the *Bulletin* of the American Association of Fund Raising Counsel, and a newsletter from the National Council on Community Foundations, Inc. In addition, annual reports prepared by many of the foundations are good sources of detailed information. In approaching the subject from the librarian's standpoint, however, several questions propose themselves.

First, what are foundations? Andrews says: "A foundation may be defined as a non-governmental, non-profit organiza-

tion having a principal fund of its own, managed by its own trustees or directors, and established to maintain or aid social, educational, charitable, religious, or other activities serving the common welfare."[1] This definition excludes organizations which make a general appeal to the public for funds or are set up, though under the name "foundation", within or strictly limited to other special purpose groups or organizations.

How many foundations are there? The Foundation Library Center in New York, the primary function of which is documenting foundation activity, has records on approximately twelve thousand, also the *Foundation Directory Edition I,* which is based on the records of the center, lists 5,202 which have assets of over fifty thousand dollars and have made grants of over ten thousand dollars in recent years (one which was excluded reported total assets of 26 cents).[2]

How big are foundations? Total assets of these five thousand large foundations approximate eleven and one-half billion dollars. The seven thousand excluded have about ninety-five million dollars which is less than any one of the eleven largest. The largest is the Ford Foundation with assets of three and three-tenths billion dollars. The Rockefeller Foundation is next with assets of six hundred forty eight million dollars. Grants from the five thousand are annually in the neighborhood of six hundred twenty-six million dollars or approximately 5.4 per cent of their assets, though this varies naturally with the foundation. An interesting fact is that foundation philanthropy, according to estimates in 1954, accounted for only 4.5 per cent of all philanthropic funds, while individual giving (including, of course, to churches, etc.) amounted to 72 per cent.

Where does foundation money go? A tabulation by the Foundation Library Center of sampled 1957 figures produced the following general distribution:

Education	47 per cent
Health	14 per cent
Scientific research	13 per cent
Social welfare	9 per cent
International affairs	8 per cent
Humanities	4 per cent
Religion	3 per cent
Government	2 per cent

Of the amount for education, 51 per cent went in aid to teachers, 4 per cent (fourth highest) went to buildings and equipment, and 1 per cent to libraries. It is noted, however, that almost one-fourth of the foundations sampled contributed to libraries in some way.

Having discovered that there is little information in the literature concerning gifts to *libraries,* this author searched the records of the Foundation Library Center in New York to gather specific data from which to develop statistics—statistics always being, at least, impressive. The activities of two organizations, however, were excluded from consideration: namely, the Council on Library Resources Inc., and the ACRL Grants Committee. These, of course, represent foundation support for libraries and both have made excellent contributions to the library world, but they are excluded because of the uniqueness of their operations and the fact that their funds are directed primarily by librarians.

From the records of the Foundation Library Center then, and with the gracious help of its charming librarians, a list was compiled of fifty-nine grants of more than ten thousand dollars each given during approximately the last four years, for specific library purposes, to institutions involved in education at the university level. The grants totalled $13,446,625.

The first analysis made was of the distribution to public or privately-supported institutions. A tally of the fifty-

[1] F. Emerson Andrews, *Philanthropic Foundations.* (New York: Russell Sage Foundation, 1956), p. 11.
[2] Statistical data presented in the next several paragraphs is taken from the Introduction to *Foundation Directory Edition I.*

nine grants show that forty-two (or 71 per cent) went to private institutions and seventeen to public institutions. One grant, however, amounted to three million dollars and if this single grant were excluded we would find that about seven million dollars went to private institutions while three and one-half million went to public, or roughly a 70/30 split.

Another, and perhaps a more interesting approach, is consideration of the sources. Who gives to libraries? Inspection reveals that thirty-one grants were from one-time donors, that is, donors who, as far as could be determined, had favored libraries once, although a number had given also to other *non*library causes. Twenty-eight grants were by seven repeaters, one having given to libraries seven times; two—five times; one—four times; one—three times; and two—twice. The repeaters were without exception large, well-known foundations. The one-time donors were all smaller ones, usually of local reputation.

The amount of these grants ranged from ten thousand dollars (the lowest amount recorded by the records of the Foundation Library Center) to three million dollars. Within this range there were several amounts that seemed to be popular—sort of "magic numbers"—which may indicate something. Twenty-five thousand dollars seems a good figure; there were eleven at this level. Eight grants were for fifty thousand dollars. There were four at two hundred thousand dollars—another nice round number—and three more between there and two hundred and fifty thousand dollars. There were a couple each at one million, and one and a half million, and one at three million dollars, which again is a nice round figure.

The seven repeaters responsible for almost a numerical half of the grants gave an amount equal to only 25 per cent of the total money in grants ranging from eighteen thousand dollars (somewhat above the minimum of ten thousand) to six hundred thousand (well below the top of three million dollars—in fact sixth from the top!) The repeaters' average was one hundred and twenty-one thousand dollars compared to the one-time foundations' average of three hundred and twenty-five thousand, though the formers' median was fifty thousand compared to twenty-five thousand dollars for the one-shot ones. An obvious deduction seems to be that chances are better among large national foundations known to be interested in libraries, for medium-sized grants—from fifty thousand dollars up through several hundred thousand—while for the smaller and the larger grants, the nonlibrary enthusiasts seem more generous.

For what purposes are grants made? Here also there are differences, but there are really too few examples to provide a valid population. The repeaters gave 84 per cent of their money for buildings, while the one-time foundations gave 94 per cent for this purpose. But, although the repeaters seemed to favor noncapital gifts, the amount they gave (around five hundred and fifty thousand dollars is about the same as the one-time donors, and their preference within that for acquisitions was just that of the other group (a bit over one half). Perhaps, however, noncapital gifts are better sought from the larger foundations.

One other observation should be made. Foundations normally have a published statement of purpose or restriction indicating the type of endeavor or geographical location they prefer. In most of the cases these statements are quite broad. But advice is given by many fund raisers that one should carefully study such statements and, as well, the foundation's record of giving, to determine the sort of project it might be interested in. In proving this advice against the present study, the author found that almost one third were from what might be called "improbable sources"—sources that either by geography or philosophy had

seemed to disqualify themselves from interest. This fact perhaps permits the disconcerting observation that, indeed, money *may* be forthcoming for any source that has money.

No report of this sort should close without a prediction for the future. The question of continued development of available funds is all "ifs": *if* the economy remains sound, *if* the stock market is stable, *if* tax incentives continue to encourage some form of major philanthropy, (we are part of the educational picture, hence:) *if* education continues to be a favored recipient, *if* foundations and corporations continue to feel their debt to the educational system, *if* society continues to feel that education is essential for democratic survival, (and for us particularly) *if* educational admintrators continue to believe more and more —as they have recently—in the words that they have mouthed for decades, that the library is in fact the heart of the institution, then, all told, the prospect looks good. But these are many "ifs."

One trend can no doubt be observed, and in some ways it is disquieting. It would appear that more and more foundations are subscribing to the theory that the justification for their existence is in their ability to provide "seed money" or "to supply initiative and funds for accomplishing the unusual, the untried, and even the debatable."[3] If this is so, we may expect—as already appears to be the case—that relative to the amount of money available, an increasing number of small grants will be forthcoming as the foundations attempt to spur activity in more and more areas. Secondly, this means more grants to experimental or venturesome projects. It may be that too great a development of the support for the unproven or exotic projects in preference to the proven, and hence mundane, may have its faults, particularly for private educational institutions. Private fortunes are seemingly more and more being channeled off through foundations. Private fortunes formerly supported major building programs. If these funds now go through foundations which are controlled by directors who subscribe to the aforesaid policy, the institutions which formerly benefited from private fortunes will suffer. These are primarily the private institutions, which are already at a serious financial disadvantage as compared to publicly-supported ones. It would seem then, that this philosophy could be damaging, if indeed private institutions are worth saving as a strong element in American education.

But, for all institutions, increased giving on the part of foundations is essential and, fortunately, hopeful. Librarians must relentlessly impress upon the public that only since man has been able to record and store knowledge has he been able to make the great cultural strides which undergird today's civilization. An active, ingenious, and persistent presentation of the problem of the storage and retrieval of knowledge in quantities too great for the collective mind is the key to foundation support and to the furtherance of our culture.

[3] Alfred P. Sloan Foundation, Inc. *Annual Report for 1949-50*, quoted in John A. Pollard, *Fund Raising For Higher Education* (New York: Harpers, 1958), p. 167.

When Do You Use a Jobber?

By JOHN VEENSTRA and LOIS MAI

Mr. Veenstra is Head, Order Unit, and Miss Mai is Cataloger, Purdue University Libraries.

Acquisition librarians must ask themselves many times each day "Shall I buy direct, or through a jobber?" The old theory whereby a library used two or three jobbers for all its orders can no longer be considered wise purchasing. As the modern librarian places his orders, he must evaluate each order against the three basic problems: (1) delivery time, (2) discount, and (3) ease of processing. Each point is important and can mean a sizable saving for the library, either directly by discount or by time saved, or indirectly by eliminating wear and tear on the staff. A prime responsibility of every acquisition officer is this careful and judicious use of the library's money so the generally meager funds may be spread to the utmost.

Unfortunately the majority of the library literature on acquisitions scarcely touches this area of dealer selection or service evaluation. The advice given is usually for a library to find a reliable jobber and buy the bulk of its books through him.[1] A continuing evaluation of dealers and their services is expected of each acquisition department. Since publishers frequently revise their discounts and strive to improve their shipping and billing procedures, their service must be periodically compared with the jobber's service.

In an effort to re-examine book purchasing at the Purdue University libraries, a comparison was made of our American jobbers' and publishers' discounts and delivery time for a year. Of course, every library has its own subject areas of emphasis and our evaluation must be weighed with consideration of our emphasis. Since the Purdue libraries buy heavily in science and technology with only a minor concentration on trade books, the same results may not have been reached by our survey as might have been reached by that of a library geared more towards the humanities. Because of our subject emphasis the majority of our purchases are on short-discount lists. Perhaps that is why the results of our survey cause us to question the value of using a jobber for the majority of our books.

In order to show the reasons for questioning the jobber's services for our particular circumstances, an abbreviated table of the results of our survey is shown here. The average discount from the publisher is cited, followed by the average discount given for the same publisher's books by one of the major jobbers. This is followed by the respective delivery time of each. Publishers cited are those that publish particularly in the scientific and technological fields.

In answer to our figures given below, jobbers often point out that the ease of handling one invoice and only one check quite outweighs the other savings. Our first response to this is that publishers are generally quite willing to bill periodically on one long invoice if this is preferred although our feeling is that lengthy invoices can cause extra compli-

1 Maurice F. Tauber. *Technical Services in Libraries*, (New York: Columbia University Pr., 1953), pp. 44-46.

Publisher	Discounts (Per Cent)		Delivery Time (Days)	
	Direct	Jobber	Direct	Jobber
Academic	10	5	23.1	55.0
Addison Wesley	10	5	11.3	54.0
Appleton	20	13.5	10.0	35.8
Holt	20	14	13.8	40.6
Houghton-Mifflin	25	27	8.6	30.7
Interscience	10	5	12.7	48.0
Irwin	15	8	9.8	28.5
McGraw	20	10	12.7	45.2
Macmillan	25	14	13.1	27.8
Prentice-Hall	15*	7	18.8	20.8
Saunders	10	8	8.3	50.0
Thomas	10	8	12.3	20.0
Van Nostrand	15	17	13.0	44.0
Wiley	10	5	11.6	25.7

* Prentice-Hall gives an additional discount to libraries by charging text copy rate.

cations. How many long invoices are held up in the acquisition department because of missing books, wrong editions sent, incorrect billing, etc? It is easier to correct and process a smaller invoice. Unless the procedure for processing these invoices is very complicated, a large number of short invoices need present no greater problem then one long invoice. Also in many cases the processing of these invoices can be streamlined so that the problem is lessened. An example of the value of dealing directly can readily be seen when our savings through McGraw-Hill alone in a year's time will be over $600.00.

There are other features that cause one to turn to the publisher. Jobbers will report "Cancelled, publisher and we are out of stock." In the majority of cases it has been our experience that if we in turn order the same book from the publisher, he will supply it. Many dealers will also cancel books that are "not yet published" whereas the publisher will usually supply when published. Standing orders are frequently a problem when placed through a jobber. The publisher will answer more quickly and better than the jobber on follow-ups. In general the performance of the publisher is preferred to that of the jobber. We are aware that the recent American Booksellers' Association conference led to other conclusions, but perhaps its inspection was centered on trade-book rather than technical-book publishers.

It is understood that the jobber is in a pinch. His *raison-d'être* must be for the services he performs, and many cannot afford to give any frills to their service and continue to stay in business. As the sales manager of one of the largest jobbers told us, "We try to stay ahead of the pack, and that's all." The jobber cannot afford to stock titles unless the demand is great. Science and technology books are not in great enough demand, so they are not stocked and thus delivery is slow. Single copy orders cut the jobber's discount, so they must be stockpiled until the dealer has five or ten orders for the same book or books of the same publisher and can take advantage of a more favorable discount. Most jobbers operate on a 15 per cent margin and cannot afford to spend any extra money on extra services. One large jobber whom we tried reported he could not cite our order number on the invoices even though he knew this would mean the loss of our proposed business with him, which would have amounted to an estimated $25,000.00 yearly. It is re-

grettable, but true, that the economies forced on the jobber often causes added problems to libraries.

This survey has been very helpful for us. Our delivery time has been cut, and our discounts have increased. The faculty is pleased with the prompter service. Control over our funds has become tighter since we can better predict costs. If a dealer comes to talk with us about his services, we can also be specific as to discounts and delivery time and require definite commitments. We will continue to order current popular titles by major American publishers through a jobber. All other orders for American books that are in print can generally be placed more advantageously directly with the publisher.

Many librarians are familiar with the *Book Buyer's Handbook* issued by the American Booksellers Association. As stated in the *Reader's Adviser and Bookman's Manual*[2] this handbook is "a guide to publishers, their discounts, terms, policies, and trade features, issued in ring-binder format with correction sheets to be supplied from time to time." If acquisition librarians had access to a similar tool, surveys such as ours would be easier to make, and the order librarian could better evaluate his purchasing.

2 Hester R. Hoffman, *The Reader's Adviser and Bookman's Manual,* (New York: Bowker, 1960), p. 19.

Fair Copying

Forty-five members of the Association of American University Presses have signed a "Resolution on Permissions (designed to reduce red tape when it is necessary for a scholar to cite the work of others) agreeing:

"1. That publications issued under our imprints may be quoted without specific prior permission in works of original scholarship for accurate citation of authority or for criticism, review, or evaluation, subject to the conditions listed below.

"2. That appropriate credit be given in the case of each quotation.

"3. That waiver of the requirement for specific permission does not extend to quotations that are complete units in themselves (as poems, letters, short stories, essays, journal articles, complete chapters or sections of books, maps, charts, graphs, tables, drawings, or other illustrative materials), in whatever form they may be reproduced; nor does the waiver extend to quotation of whatever length presented as primary material for its own sake (as in anthologies or books of readings).

"4. The fact that specific permission for quoting of material may be waived under this agreement does not relieve the quoting author and publisher from the responsibility of determining 'fair use' of such material."—*Antiquarian Bookman,* May 28-June 4, 1962, p. 2118.

News from the Field

Acquisitions, Collections, Gifts

Sutro library, San Francisco, Calif., has received almost one thousand pieces of material about its founder, Adolph Sutro, and his enterprises which included the Sutro Tunnel in Nevada's Comstock Lode. The collection was the gift of Don Meadows.

University of California, Santa Barbara's department of special collections, a new facility of the university's enlarged library building, opened its doors in April. More than twelve manuscript leaves dating from the tenth to the sixteenth centuries are now on semipermanent display, of which ten were gifts presented for the opening by bookdealers and collectors. The new department houses approximately twenty thousand items, the major collection being the William Wyles collection of Lincolniana and Americana; others are the Printers collection, rare books, and university and faculty archives.

Stanford (Calif.) University library has received the library of Frank Mace MacFarland according to provision of the will of Mrs. MacFarland. Rare books, journals, monographs, off-prints, and the published works of Dr. MacFarland, will become part of the Hopkins Marine Station library. Stanfordiana, rare editions in other fields, and general literature will become part of the main and departmental libraries at Stanford.

Oeuvres Completes of Voltaire, seventy volumes of the 1784 edition, have been given to the Stanford (Calif.) University libraries by C. D. Ryan of Vallejo. Dr. Ryan also gave a Baskerville Press item, a 1550 printing of Plato in its original binding, and an edition of Milton from the Jacob Tonson Press.

University of the Pacific library, Stockton, Calif., has received a collection of over three thousand books dealing with the history and culture of Mexico. The Spanish-language volumes will be housed in a special section of the Irving Martin library for use by faculty and students of the new Spanish-speaking Elbert Covell liberal arts college of the university, to open in the fall of 1963.

Yale University, New Haven, Conn., recently received most of the manuscripts of Robert Nathan, the gift of the author.

University of Florida libraries, Gainesville, recently acquired a collection on English history numbering some twenty-four hundred volumes, including local histories and genealogical sources.

Contemporary Asian history, radicalism, John Dewey, and the United Nations are subjects of the collection formed by the late Donald G. Tewkesbury which have been presented to the University of Hawaii's Hilo campus library by Professor Tewkesbury's widow.

Concordia Theological Seminary library, Springfield, Ill., has purchased the private library of Herman Sasse, German and Australian theologian, thus acquiring some two thousand items of classical Lutheran literature and literature of the ecumenical movement.

Sherwood Anderson's letters and manuscripts, numbering some 275 items, have been given to the Newberry library, Chicago, by Mrs. E. Vernon Hahn, Indianapolis, Ind. The library's collection had previously numbered some sixteen thousand items about Anderson and his work.

Bethel College library, North Newton, Kans., has received the music library of the late Gustav Dunkelberger. The collection includes some twenty-five hundred books, three thousand records, and many music scores.

UNIVERSITY OF KENTUCKY libraries, Lexington, have acquired a collection of books about coal, donated by Mark V. Marlowe, to be known as the Donovan-Crouse collection in honor of UK president emeritus Herman L. Donovan and Prof. Charles S. Crouse, former head of the department of mining and metallurgical engineering at UK.

SOURCE MATERIALS printed before 1500 will be purchased with a fund of $10,000 donated by the family of the late Mrs. Lawrence S. Thompson, wife of the director of libraries at University of Kentucky.

UNIVERSITY OF KENTUCKY libraries has also acquired the private library of the late Jens Christian Bay of Elmhurst, Ill., former librarian of Crerar library, Chicago. The library includes collections of Western Americana, history of science, folklore, midwestern literature, and Danish literature.

AMHERST (Mass.) College has received a gift of three-and-one-half million dollars for construction of a new library, to be known as the Robert Frost library.

DUN & BRADSTREET, INC., announces a gift of more than two thousand nineteenth-century county credit ledgers, to Baker Library of the Harvard University graduate school of business administration. The volumes will become part of the library's large collection of business records extending back to the days of the Medici family.

FORTY-ONE GREGYNOG PRESS BOOKS have been presented to Walter library at the University of Minnesota, Minneapolis, by Perrie Jones. Miss Jones was for many years associate professor of library science at the university. The collection includes all but one of the books produced by the press in Wales.

UNIVERSITY OF NEW MEXICO, Albuquerque, has received the library of the late Franz Nikolaus Finck, the gift of the School of American Research in Santa Fe. The collection was purchased in 1911 by Frank Springer for the Santa Fe school, and consists of some twenty-five hundred books and pamphlets, one hundred thirty bound periodicals, and nearly one thousand periodical issues on linguistics, the origin and theory of languages, dictionaries, and grammars, especially of Asian, African, and Oceanic languages.

BRAZILIAN BOOKS numbering more than two thousand volumes have been given to the New York University's Brazilian Institute by the government of Brazil. All are printed in Portugese.

A COLLECTION ON MEDIEVAL PIETY and mystics including many presentation copies and works long out of print, collected over the past forty years by the late Hope Emily Allen of Kenwood, N. Y., has been distributed among the libraries of Bryn Mawr, Smith, Mount Holyoke, Hamilton, and Franklin and Marshall colleges, and Colgate University. Access to Miss Allen's scholarly papers and notes can be arranged through Albert S. Kerr, New Paltz, N. Y.

JOINT UNIVERSITY libraries, Nashville, Tenn., have purchased the private library of the late French medievalist, Edmond Faral. About one thousand volumes include drama, courtly romance, historical chronicle, the epic, and other medieval studies.

UNIVERSITY OF VERMONT library, Burlington, recently acquired a privately-assembled collection of French books representing wide and extensive interests in late nineteenth-century and early twentieth-century belles lettres, politics, psychology, and history. The acquisition includes a substantial run of the *Revue Francais.*

MARQUETTE UNIVERSITY LIBRARIES, Milwaukee, has acquired the creative writings of J. R. R. Tolkien, sometimes professor of philology and literature at Oxford University, including many thousands of holographic pages, and an unpublished children's story illustrated by the author.

THE PAPERS OF DOROTHY DAY, editor of the *Catholic Worker* since its inception, have also been acquired by Marquette University libraries.

MARQUETTE UNIVERSITY LIBRARIES have acquired the complete personal and working library of Barbara and J. L. Hammond, Eng-

lish economic historians, plus 150 of their manuscript notebooks.

THE CATHOLIC ASSOCIATION FOR INTERNATIONAL PEACE, founded in 1921, has added its complete records to the Marquette University libraries manuscript collections.

THE LIBRARY OF CONGRESS has augmented its Alfred Whital Stern collection of Lincolniana through the acquisition of the David Homer Bates collection. Included in the Bates collection are eleven manuscripts, a few letters of Andrew Carnegie, Samuel Morse, and Robert Todd Lincoln, and single letters from Jefferson Davis, Robert E. Lee, and several others. There is also a "Diary and Daily Journal" kept by Bates for the period from November 1863 to June 1865.

UNIVERSITY OF MANITOBA library has acquired the manuscripts and papers of the late Frederick Philip Grove, Canadian novelist, from the author's widow. Included among the manuscripts are several unpublished or unfinished novels, a number of unpublished short stories, and a volume of poems.

AWARDS, GRANTS, SCHOLARSHIPS

ELEUTHERIAN MILLS Historical library, Wilmington, Delaware, is providing grants-in-aid to four scholars doing post-graduate work at the library. Grants will be made throughout the year, for minimum periods of one month, with a stipend of not more than $500. per month each.

A PRIZE of $10,000 will be awarded annually by the Encyclopaedia Britannica Press for the best manuscript submitted for publication which makes "the most significant contribution to the advancement of knowledge." The first award will be early in 1964.

LILLY FELLOWS at the Lilly library, Indiana University, for 1962/63 are John A. New and Keith C. Kern. Mr. New has been assistant to the head of acquisitions, University of Wisconsin Memorial library, Madison, Wis. Mr. Kern has been with the Paul Mellon library in Virginia.

UNIVERSITY OF HAWAII'S Gregg M. Sinclair library will award an annual prize of $100, for the best piece of student research on the Pacific area. Open only to registered students of the university, the Library Prize for Pacific Research competition is supported by funds made available through the University of Hawaii Foundation.

UNIVERSITY OF MINNESOTA library school, Minneapolis, announces three $1000. scholarships for the year 1963-64, to be awarded to M.A. candidates. Information may be obtained from the school, and applications should be mailed by February 1, 1963.

SEYMOUR I. TAINE, chief of the bibliographic services division, National Library of Medicine, has been awarded the Medical Library Association Ida and George Eliot prize of $100 for his work as principal investigator of the library's index mechanization project.

ROBERT T. DIVETT, librarian of the University of Utah library of medical sciences has received the Medical Library Association Murray Gottlieb prize for his essay, "Medicine and the Mormons." The Gottlieb prize is awarded annually for an essay on some phase of American medical history.

RECIPIENTS OF SCHOLARSHIPS awarded by the Medical Library Association for courses in medical librarianship given at accredited graduate schools of library science during the 1962 summer quarter were Gwendolyn Cruzat and Beverley Jane Mateer at Columbia University school of library service, Margaret Rose Hogan and Caroline Tucker Neel at Emory University division of librarianship, and Veryl E. Aumak at the University of Southern California school of library science.

JOHNS HOPKINS UNIVERSITY Bologna Center has received from the Cassa di Risparmio in Bologna a grant of five million lire (approximately $8,000.) for the purchase of books, periodicals and other library material. This contribution to the center's library budget will permit the acquisition of basic works of reference as well as the filling in of significant gaps in its collection of titles in the fields of European and American history, economics, and international affairs.

The Johns Hopkins University Bologna Center has announced the receipt of a li-

brary grant of $5,000. from the Fritz Thyssen Foundation. This contribution is expendable during the present academic year for the purchase of publications relating to German affairs in the fields of history, economics, politics, and international relations.

Buildings

Cabrillo College, Aptos, Calif., has moved to its new library building overlooking Monterey Bay, and hopes soon to have a collection of from thirty to forty thousand volumes.

A new "interim" library building was occupied last summer by the University of Hawaii library at Hilo. It will serve the campus until 1964, when it will probably become a wing of a larger building.

The cornerstone for the Perry T. Ford Memorial library on the campus of Tri-State College, Angola, Ind., was laid in ceremonies on August 22. To be completed this fall at a cost of about five-hundred thousand dollars, the building has space for forty thousand to fifty thousand volumes. The exterior of the two-story-and-mezzanine structure is of Indiana limestone, with brick on the lower level.

State College of Iowa, Cedar Falls, broke ground on October 8 for the first unit of a new library building. The ninety-thousand-square-foot unit will cost more than one-and-a-half million dollars, and is planned to accommodate eleven hundred readers and three-hundred thousand volumes. Completion is scheduled for spring, 1964.

Stonehill College, North Easton, Mass., dedicated its new Cushing-Martin library on September 20. It will house one hundred twenty thousand volumes, and provide reading-room seats for two-hundred-fifty persons, plus 72 study carrels and twelve faculty studies. Cost was more than a half-million dollars.

Ground was broken for the new one-and-a-quarter-million dollar Upsala College library in March 1962. The three-story brick structure to house some two-hundred-thirty-four thousand volumes at East Orange, N. J., will be completed about July 1963.

University of Rochester (N. Y.) medical library's expansion and remodeling program doubles the size of the library, provides well-lighted seating for one hundred persons, a periodical bar and new periodical cases, two additional stack levels, eight small conference rooms, and a browsing room with cases for rare books. The expanded and renovated library was dedicated October 12.

Methodist College, Fayetteville, N. C., has received a gift of $100,000 from Mrs. Walter R. Davis, Midland, Tex. The gift will be used to construct a library building for which ground will be broken in the spring of 1963. The new building is planned to house some fifty thousand volumes, and should be completed before the first class of the new college graduates in 1964.

University of Pennsylvania, Philadelphia, has announced plans for a new graduate library to house Wharton School's Lippincott Library collection, to be known as the Daniel W. Dietrich graduate library.

University of Toronto is clearing the site for a new University College library wing, to house about forty thousand volumes, and accommodate some three hundred readers.

Joint University libraries law division, Nashville, Tenn., has moved into new quarters in Vanderbilt's law quadrangle. The new library will accommodate two-hundred thousand volumes and has seats for some two hundred readers.

The medical division of the Joint University libraries will have quarters in a new wing of the Vanderbilt Medical School, now under construction. The new library will have shelf space for thirteen thousand volumes, and seating for three hundred readers.

Miscellany

ASTIA, Huntsville, the latest technical operations division of the Armed Services Technical Information Agency, opened on October 1 at Redstone Arsenal, Huntsville, Ala. It will be tied into the ASTIA head-

quarters computer searches by a high speed communications system.

OLD AND RARE BOOKS recently acquired by the library at the University of California's Davis campus are described and discussed in a 52-page catalog just published by the library, entitled *Magisteri Terrarum, A Selection of Old and Rare Books, 1497-1798.*

STANFORD UNIVERSITY (Calif.) libraries has added eight new house libraries in the eight houses of Wilbur Hall, freshman dormitory at Stanford. These, plus libraries already in eight other houses, are essentially student-operated, under the general supervision of a library staff member.

THE MEDICAL LIBRARY ASSOCIATION'S officers for 1962-63 are: President, Frank B. Rogers, National Library of Medicine; Vice President, Louise Darling, University of California medical library, Los Angeles; Secretary, Myrl Ebert, University of North Carolina Division of Health Affairs; Treasurer, John P. Ische, Louisiana State University school of medicine. New board members are Estelle Brodman, school of medicine library, Washington University; Ralph T. Esterquest, Harvard medical center; and Mrs. Ida Marian Robinson, health sciences library, University of Maryland.

BOSTON UNIVERSITY has opened the nineteenth of a scheduled twenty readers' service libraries, the chemistry library in Stone science building, a noncirculating working collection for ready reference.

MILLS COLLEGE OF EDUCATION'S James Campbell Burton library, New York, is opening and equipping a new circulation lobby provided by the gift of $5,000 from Arthur Young and Company.

EASTERN COLLEGE LIBRARIANS 48th conference is being held November 24, at Columbia University. The theme is Academic Librarianship and the Non-Western World.

AMERICAN DOCUMENTATION INSTITUTE'S 1962 annual convention will be held at the Hotel Diplomat, Hollywood-by-the-Sea, Florida, on December 11-14. For rates and reservations, apply directly to the hotel. A program has been developed under the direction of R. M. Hayes, ADI's president-elect, of the UCLA mathematics faculty. Mrs. Claire K. Schultz, Institute for the Advancement of Medical Communication, will be presiding officer.

OUT-OF-PRINT RUSSIAN BOOKS will be duplicated in small quantities by a method that will enable interested scholars and institutions to acquire them at reasonable prices, in an experimental project undertaken this autumn by Micro-Photo, Inc., Cleveland.

THEORETICAL METHODS and techniques of information storage and retrieval are being studied by D. J. Hillman of Lehigh University, Bethlehem, Pa. The project is supported by the National Science Foundation.

MORRILL LAND GRANT centennial material checklist and order forms can be obtained from the Centennial Office, Association of State Universities and Land-Grant Colleges, 1312 18th St., N.W., Washington 6, D. C.

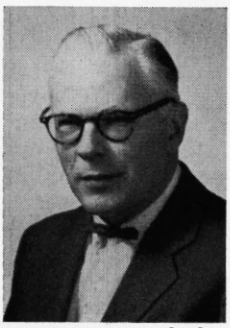
THE LIBRARY OF CONGRESS began, in September, printing and distributing proofsheets of catalog entries for monographs published since 1955, which have been received for the National Union Catalog but are not covered by LC printed cards. This service will afford current bibliographic control for most of the monographs received by libraries in the United States and Canada, and will provide excellent copy for reproduction of catalog cards.

UNIVERSITY OF LONDON library photographic department is now able to provide a new, cheap, rapid service in the copying of materials available in the library. Work received by post normally will be completed and dispatched within twenty-four hours of receipt of the request.

The National Union Catalog of Manuscript Collections, 1959-61, prepared by the library of Congress and published by J. W. Edwards has been released. Seventy-three hundred cards prepared in the past three years are reproduced in serial order. There are name, subject heading, and repository indexes.

Personnel

Few librarians have been more closely identified with the institution they serve than DONALD T. CLARK with Baker Library of the Harvard Business School. In twenty-one years as a student, assistant and associate librarian, and librarian, Don Clark became as closely related to Baker Library as its classical belfry or its great pillars. In his private life, he was established as a substantial figure in the town government of historic Lexington. And, as an avid bird-watcher, he was knowledgeable, indeed, about the birdlife of New England.



Donald T. Clark

Yet Don Clark has broken with his achievements and his position in New England because his deep streak of Californianism was never fully suppressed. It was evident always in his easy camaraderie, in his penchant—some say—for noisy waistcoats to liven ivy league attire, and certainly in his willingness to break with tradition, to pioneer, as the Clarks pioneered in building a completely nontraditional house in the now-famous Six Moon Hill community.

When one recalls how instantly Don Clark has always responded to westerners, western scenes, or western news, it is not surprising that he is now resident on a California mountain top, beginning a library for the University of California, Santa Cruz, which will open in 1965 as another unit of that great university complex. A native of Washington, a two-year student at Willamette College, a graduate of Berkeley and a very young circulation assistant in the Berkeley Public Library—these are the western roots. Then, four years in New York, where he pursued librarianship and a young lady named Emily Espinshade. He wound up his New York experience with a degree in librarianship from Columbia, with experience in that breeding ground of fine librarians, the economics division of the NYPL, and with Emily. He accepted a bid to the Harvard Business School and welcomed the chance to be a full-time student there for two years before he became, in real, assistant librarian, later associate librarian, and, in 1956, librarian.

Baker Library is far richer in resources and more dynamic in services because of Don Clark's librarianship. In his six years as librarian, Baker Library added fine rarities to its Kress library, the papers of many important businesses and individuals to its manuscripts collection and a constantly widening range of materials to its main collection. He pushed, probed, and experimented with the relationship of the library to instructional changes and to the lively intellectual life of the school. And always, he sought to make the library more useful to a larger number of people. One means of doing this was publishing. Thus, Baker library now publishes *The Executive,* a monthly digest which winnows the vast flow of books and journals entering the library for top management, and a monthly list of *New Materials in the Area of Transportation.* A new edition of *A Classification of Business Literature,* a bibliography of company histories and biographies of businessmen, four new reference lists on economic and business topics, four brochures in the Kress library series of historical studies and a number of less substantial works have all come out of Baker library since 1956.

One of his former staff insists that this description omits some quality of Don Clark's librarianship—the ineffable spark in his friendliness and his leadership that have made Baker library a happy place in which to work. The University of California, Santa Cruz, is fortunate indeed that its appeals have lured Don Clark westward.—*Laurence J. Kipp.*

JAMES E. SKIPPER has been appointed executive secretary of the Association of Research Libraries. Dr. Skipper, librarian of the University of Connecticut, Storrs, since 1959, will take office about January 1 when ARL opens its new headquarters in Washington, D. C.

In addition to a Ph.D. degree from the University of Michigan, Dr. Skipper holds an undergraduate degree from the University of North Carolina and two graduate library degrees from the University of Michigan. Before going to the University of Connecticut he was assistant librarian at Michigan State University, East Lansing, an instructor in the department of library science at the University of Michigan, Ann Arbor, and a member of library staffs at Ohio State University, Columbus, and Washington and Jefferson College, Washington, Pa. He has been active in a number of professional associations, and is chairman-elect of the Resources and Technical Services Division of ALA.

Appointments

AINA ABRAHAMSON is public services librarian at California Lutheran College, Thousand Oaks.

MRS. SOLVEIGA AIZINAS is reference librarian with special competency in the fine arts at State College of Iowa, Cedar Falls.

JAMES A. ALLEN is the assistant librarian in charge of reader services at Louisiana College library, Pineville.

JUDITH K. ANDREWS has been appointed library science librarian at the Joint Universities library, Peabody division, Nashville, Tenn.

MRS. LISELOTTE N. ANDERSSON is the new music librarian at Tulane University library, New Orleans.

RICHARD L. ARDREY is assistant circulation librarian, Indiana University library, Bloomington.

MRS. AGNES BERNICE BARCLAY is now assistant humanities librarian at San Diego (Calif.) State College. She formerly held the position of reference librarian at California Western University, San Diego.

MARY LOU BARKER, catalog librarian at the University of South Florida, Tampa, will be in Lagos, Nigeria, from November to March to organize the technical services department of the national library being established by the Nigerian government.

PETER BARNETT is reference assistant at the University of California library, Santa Barbara.

JOHN BATSEL is acting assistant divinity librarian, Joint University libraries, Nashville, Tenn.

MILDRED BENTON is now chief of the biological serials record center of the American Institute of Biological Sciences, Washington, D. C. She was consultant in research information, U. S. Naval Research Laboratory.

WILLIAM S. BERNER is assistant librarian, social studies division, University of Nebraska libraries, Lincoln.

MRS. MARION BJERKEN became periodicals librarian at Middle Tennessee State College, Murfreesboro, in September.

JON ADRIAN BOONE has joined the staff of Montana State College library, Bozeman, as science reference librarian. He was on the staff of Multnomah County Library in Portland, Ore.

Mrs. Martha Owens Booth has joined the staff of Mitchell Memorial Library, Mississippi State University, State College, as assistant circulation librarian.

Irene Braden has joined the Kansas State University library, Manhattan, as circulation librarian in Farrell library.

Barbara Branson is a descriptive cataloger at Duke University library, Durham, N. C.

Richard K. Brome is now social sciences librarian (documents) at Los Angeles State College. He was formerly in the government publications room at UCLA.

Penelope Brown is assistant biology librarian at Indiana University library, Bloomington.

John Buechler became head of special collections at the University of Vermont library in Burlington on September 1. He was head of special collections at the University of Florida libraries, Gainesville.

Mrs. Marianne Rose Bullock is now assistant acquisitions librarian at San Diego (Calif.) State College library.

Dumont C. Bunn became assistant to the head of the acquisitions department, Georgia State College, Atlanta, on September 1.

Mrs. Anita Ames Burton is assistant education librarian at San Diego (Calif.) State College library.

W. Royce Butler is now head of technical services at the University of Denver library. He was chief of acquisitions of Boston University libraries.

Karl S. Bynoe became general and humanities librarian at Massachusetts Institute of Technology, Cambridge, on September 1.

Mrs. Ramona Case joined the cataloging staff at the University of Oregon library, Eugene, in September. She was head librarian of Orange Coast College library, Costa Mesa, Calif.

Mrs. Mary H. Chaudoir has resigned from the staff of the Norton Memorial library, Louisiana College, Pineville, to become librarian of Pineville High School.

Mrs. Grace-Nazen Chobanian has been appointed assistant in the reference department of Indiana University library, Bloomington.

Irene Christopher was appointed librarian of Emerson College library, Boston, on October 8. Miss Christopher was formerly librarian at Boston University nursing-social work library.

Mrs. Nancy C. Coker is now acting head of the circulation department at Tulane University library, New Orleans.

Sarah Louise Cook is the new assistant sciences librarian at San Diego (Calif.) State College library.

Richard H. Corson is assistant readers' services librarian at State University of New York Maritime College, Fort Schuyler.

John C. Costello, Jr., has joined the information research staff of Battelle Memorial Institute, Columbus, Ohio.

Alan D. Covey is now university librarian at Arizona State University, Tempe, Arizona.

Mrs. Keith Cox has received appointment as science librarian at the University of Oregon library, Eugene.

Cornelius Joseph Crisley has been appointed social sciences librarian at San Diego (Calif.) State College library.

John Crowley is on the staff of State University College library at Cortland, N. Y., as cataloging assistant.

Jay E. Daily has joined Franklin Publications in New York City as librarian consultant. Mr. Daily has been visiting librarian for the Ford Foundation-ALA-University of Mandalay project in Burma.

Ruth Dively is now acquisitions librarian, Occidental College library, Los Angeles.

Mrs. Betty Donahue is cataloger at the University of California library, Santa Barbara.

MRS. MARY ANN DONNELL is reference librarian at Occidental College library, Los Angeles.

GLADYS DOOLITTLE has joined the staff of Stanford (Calif.) University libraries as principal cataloger. Miss Doolittle had been with the Yale University library.

MRS. ANN DORSEY is acting assistant reference librarian central division, Joint University libraries, Nashville, Tenn.

ELIZABETH EATON is now reference librarian of the health center library, University of Florida, Gainesville. Miss Eaton was formerly head librarian of the Meade, Johnson Pharmaceutical Company library, Evansville, Ind.

FRITZ THEODOR EPSTEIN became visiting curator of the Slavic collection at Indiana University library, Bloomington, in October.

MRS. HELEN MCLEOD EWING has been appointed circulation librarian at Montana State College library, Bozeman.

MRS. PHILIPPA B. FELDMAN joined the staff of Boston University nursing-social work library on October 1. Mrs. Feldman held the position of reference and music librarian in Cary Memorial library, Lexington, Mass.

SHARON R. FINBERG has been reference librarian at the University of Oregon library, Eugene since August.

MRS. VIRGINIA RONAN FISHEL, associate professor emerita of Carnegie Library School, Carnegie Institute of Technology, Pittsburgh, has joined the staff of Waynesburg (Pa.) College library.

MRS. MARGARET RUDDELL FOWLER is assistant documents librarian at Indiana University library, Bloomington.

RICHARD FREDELL has been appointed assistant language arts librarian at Los Angeles State College.

ALICE GAY is catalog librarian at Occidental College library, Los Angeles.

HELEN T. GEER became assistant librarian of Wheaton College library, Norton, Mass., on October 15.

MRS. JANIE GENTRY joined the staff of Austin Peay State College library, Clarksville, Tenn., as assistant acquisitions librarian, on July 1.

HALLET GILDERSLEEVE has been named senior assistant librarian, social studies division, University of Nebraska libraries, Lincoln.

LINDA GILL is circulation librarian, Peabody division, Joint University libraries, Nashville, Tenn.

LEONARD GORDON has been appointed assistant acquisitions librarian at Los Angeles State College library.

SUE ANN GREENBERG joined the staff of Boston University medical library on September 1.

MRS. CHARITY H. GREENE has been named assistant librarian in charge of public services at Baylor University library, Waco, Tex. Mrs. Greene was chief bibliographer in the acquisitions department of the University of Connecticut library, Storrs.

THEODORE GRIEDER has been appointed to organize and distribute the 70,000-volume Foot library recently purchased by the University of California and stored at Santa Barbara.

ANNE T. GURVIN has joined the general reference services staff at the University of California library, Berkeley.

MRS. JANIE HALL, Alexandria, La., has been appointed to the library staff at Louisiana College, Pineville.

JOSEPH E. HALL has been reappointed to the staff of the Library of Congress as assistant chief of the newly established national science and technology referral center in the reference department.

W. HALL is now librarian at Wilmington (Ohio) College library.

RALPH W. HANSEN has become curator of the Stanford collection and manuscripts librarian at Stanford (Calif.) University library.

WILLIAM G. HARKINS, formerly associate director of the University of Florida libraries, Gainesville, has become librarian of the University of the South, Sewanee, Tenn.

MRS. BEVERLY BENNETT HARRIS is now cataloger on the staff of McKissick Memorial library. University of South Carolina, Columbia.

MRS. ANNIE LAURIE HAYES has become librarian at Walker College library, Jasper, Ala.

MRS. LUCELIA HENDERSON has accepted the position of librarian at Shorter College, Rome, Ga.

JEAN HIXSON is head of the catalog department at University of Florida libraries, Gainesville.

CAROLYN WIGGINS HOLMAN has been appointed assistant in the circulation department at University of Florida libraries, Gainesville.

GEORGE H. HUNTER is medical librarian of the University of Vermont library, Burlington. He had been science librarian at Idaho State College, Pocatello.

HOWARD W. HUSEMAN is now a staff member in the circulation department, University of Florida libraries, Gainesville.

BETTY JO INGLE has joined the Maryville (Tenn.) College library staff as cataloger.

PATRICIA IRELAND is the assistant fine-arts librarian at Indiana University, Bloomington.

MRS. GAZELLE JANZEN is now assistant librarian of Menlo (Calif.) College library. She was librarian of the Food Research Institute at the University of California library, Berkeley.

VIDA JURGULIS has joined the staff of the University of Toronto library.

MRS. BRIGITTE L. KENNEY is now librarian at the Mississippi Industrial and Technical Research Commission in Jackson. She was assistant librarian in the transportation center library at Northwestern University, Evanston, Ill.

MRS. HOLLY KESSLER is reference assistant at State University College library, Cortland, N. Y.

J. C. KESTING has joined the staff of the catalog department of the library of the University of Toronto.

LAWRENCE KIEFFER has joined the staff at Sacramento (Calif.) State College as assistant social science and business administration reference librarian.

DAVID J. KITTELSON is now associate librarian at the University of Hawaii library, Hilo campus. He was assistant Hawaiian and Pacific librarian at the university library in Honolulu.

MARGARET E. KNOX has been appointed to the position of assistant director of libraries in charge of readers' services, University of Florida libraries, Gainesville.

SUEN-YAN KOO has been appointed assistant librarian in charge of technical processes at New Mexico Highlands University's Rodgers library, Las Vegas.

MARTIN A. KUHN is now associate professor and chief librarian at the Staten Island (N. Y.) Community College. He was formerly chief, general reference and life science division, The City College library, New York.

ARLENE KUPIS is sub-librarian at the University College library in Ibadan, Nigeria. Miss Kupis has been general and humanities librarian at Massachusetts Institute of Technology library, Cambridge.

SNOWDEN E. LAFON has been appointed associate librarian in charge of student services at Hastings (Nebr.) College library. He was medical librarian at the Veteran's Administration Hospital, Palo Alto, Calif.

TOMISLAV HAMIL LANDIKUSIC is Slavic cataloging assistant at Indiana University library, Bloomington.

WILLIAM DANA LAWS was named circulation librarian of the Citadel, the Military

College of South Carolina, Charleston, on September 1.

MRS. JILL C. LE CROISSETTE is now acquisitions librarian (gifts and exchanges) at Los Angeles State College library.

MARJORIE E. LEDOUX is head of Tulane University's Middle American Research Institute library, New Orleans. She was formerly head of public services at Louisiana State University school of medicine library, Baton Rouge.

ANNETTE LILES has been appointed head of the department of reference and bibliography, University of Florida libraries, Gainesville.

WEN-CHOUH LIN is a new member of the staff of the cataloging department at Tulane University library, New Orleans.

MRS. ROSEMOND MCFERRAN has been appointed assistant catalog librarian at Los Angeles State College library.

JOHN MCKAY is reference assistant at the University of California library, Santa Barbara.

JUANITA MCKINLEY has joined the Cubberley library staff of the University of California, Berkeley.

ELIZABETH MARTIN, formerly reference librarian at Wartburg College library, Waverly, Iowa, has been appointed to the department of library science staff at State College of Iowa, Cedar Falls.

MRS. MARJORIE MCPHEE MARTIN became librarian in the halls of residence libraries at Indiana University, Bloomington in July.

THEODORE MARTIN has been appointed assistant librarian in the humanities division, University of Nebraska libraries, Lincoln.

MARILYN MELLOTTE is in the engineering library of the University of California, Berkeley.

MRS. SUSAN MESSERLI became, on September 1, assistant librarian in the humanities division, University of Nebraska libraries, Lincoln.

AGNES M. METZLER is gifts and exchange librarian at Tulane University library, New Orleans. She was formerly reference librarian at Loyola University.

RUBY W. MOATS is now assistant chief of biological serial record center, American Institute of Biological Sciences, Washington, D. C. She was chief of the division of bibliography of the National Agricultural Library.

WILHELM MOLL has been appointed medical librarian and associate professor at the School of Medicine, University of Virginia, Charlottesville. Dr. Moll was assistant medical librarian and assistant professor of community medicine at the University of Kentucky Medical Center, Lexington.

HOYLE FLEMING MONTGOMERY, JR., has been on the staff of the reference and bibliography department, University of Florida libraries, Gainesville, since September 17.

MAURICE J. MONTGOMERY has been named assistant librarian of the State University College of Forestry, Syracuse (N. Y.) University.

LAURA VIRGINIA MONTI has been appointed assistant librarian and head of the special collections department, University of Florida libraries, Gainesville.

EVERETT L. MOORE is now the librarian of the recently established College of the Desert in Palm Desert, Calif. He had been social sciences and business librarian at Chico (Calif.) State College library.

BEVERLY T. MOSS has been appointed head of the circulation department at Auburn (Ala.) University library.

MRS. MARY MULLEN is a new member of the technical information staff at Stanford (Calif.) University library. Mrs. Mullen was with the Philco Corporation in Palo Alto where she organized and operated the central document station for the Gemini-Apollo space research program.

NECIA ANN MUSSER joined the Western Michigan University library catalog staff in

September. She had been since December 1961 a cataloger at Michigan School of Mining and Technology, Houghton.

MRS. BARBARA MYERS is catalog and special collections librarian, Occidental College, Los Angeles.

CAROLINE TUCKER NEEL has joined the staff of the undergraduate library at the University of South Carolina, Columbia, as circulation-reference librarian.

MRS. MARY NEWBROUGH has joined the University of South Florida library staff, Tampa, as assistant cataloger.

HANS NEYNDORFF has joined the San Diego (Calif.) State College library staff as assistant social sciences librarian.

BARBARA T. PARKER is now a member of the staff of the cataloging department, University of Vermont library, Burlington. She was formerly head of circulation and reference of the Yale Divinity School library.

MRS. MYLA T. PARSONS has joined the staff of Middle Tennessee State College library, Murfreesboro, as reference librarian.

ELEONOR E. PASMIK is on the staff of the New York University medical center library as an assistant reference librarian.

MRS. ROBERTA PAYNE has been appointed assistant circulation librarian and assistant cataloger at Middle Tennessee State College, Murfreesboro.

MARGARETE PEEBLES has assumed the position of head of acquisitions, Mitchell Memorial library, Mississippi State University, State College.

CECILIA K. HOBBIE PEHLE is an interim assistant in the special collections department, University of Florida libraries, Gainesville.

WILLIAM PETESCH has been appointed assistant cataloger at Sacramento (Calif.) State College library.

JEAN GAINEY PETROF is in the acquisitions department of University of Florida libraries, Gainesville.

MRS. BERNICE PHELPS has been appionted assistant cataloger at Birmingham Southern College library, Birmingham, Ala.

HELEN PHILLIPS has joined the staff of the Boston University education library.

MRS. RUTH PINKERTON became assistant librarian at Keuka College, Keuka Park, N. Y., on October 1.

WALTER HARRIS POSNER is now assistant acquisitions librarian at San Diego (Calif.) State College library.

ALVIN PRICE is reference librarian at Chenery library, Boston University.

MARY CAROLYN PRITCHARD was appointed to the reference and bibliography department, University of Florida libraries, Gainesville on October 1.

ROBERT L. QUINSEY is the newly appointed assistant director of libraries for the humanities at University of Nebraska, Lincoln.

NEVIN W. RABER has joined Indiana University library, Bloomington, as business librarian.

MRS. LINDA L. RAUN is Slavic cataloger at Indiana University library, Bloomington.

RICHARD BURTON REED is cataloging the Mendel collection at Lilly Rare Book library, Indiana University, Bloomington.

DORINE RUBY REIFLER is assistant music librarian at Indiana University library, Bloomington.

MRS. JOY S. RICHMOND has been appointed assistant head of the acquisitions department of Tulane University library, New Orleans.

MRS. RUTH L. RIGGS is the new director of library facilities at Casenovia (N. Y.) College.

DECKARD RITTER is now librarian at Wilberforce (Ohio) University library. He had been librarian of the Wilmington (Ohio) College library.

THOMAS T. ROGERO has been appointed engineering librarian at the University of Tennessee library, Knoxville.

JOHN MURRAY ROSS is now a catalog librarian at Los Angeles State college library. Formerly he was in the reference department at UCLA.

MARY ROY joined the staff of the Transportation Center library at Northwestern University, Evanston, Ill., on August 1.

MRS. CYNTHIA RYANS has joined the cataloging staff of Indiana University library, Bloomington. She has been with the acquisitions department of the University of Kentucky libraries.

JULIA SCHWARTZ is assistant reference librarian at the University of South Florida, Tampa. Miss Schwartz was assistant reference librarian at Marshall University library, Huntington, W. Va.

MRS. WILLODENE SCOTT is now demonstration school librarian at Peabody division of the Joint University libraries, Nashville, Tenn.

GEOFFREY SELTH has been appointed to the catalog department of the general library of University of California, Berkeley.

ALBERTA SILLS joined the staff of the Boston University education library on September 17.

MRS. ANNA SNIVELY has been appointed assistant periodicals librarian at Los Angeles State College library.

ELAINE SMOGARD is the new administrative assistant in Mount Holyoke College library. She was in the catalog department of Harvard College library.

THOMAS ADNER SOUTER, JR., is circulation librarian at Indiana University library, Bloomington.

RAMESH TANEJA has joined the staff of the University of California, Los Angeles, library catalog department. He has worked as a librarian with All-India Radio, New Delhi; the Canadian Library Association; and Kern County (Calif.) Free library.

ELIZABETH THOMAS is now circulation librarian at Trinity University library, San Antonio, Tex.

JOYCE TRACY is assistant in the education and psychology reference department at Sacramento (Calif.) State College library.

MAURICE S. TUCHMAN is now assistant cataloger at State University of New York Maritime College, Fort Schuyler.

ELENA VEREZ DE PERAZA became assistant librarian in technical processes at University of Florida libraries, Gainesville, on July 1.

ANNE P. WALLGREN is assistant librarian, college of medicine library, University of Nebraska, Lincoln.

GUDRUM C. M. WANGSELL has joined the cataloging staff of the University of Oregon library, Eugene, after serving in the University of Florida libraries, Gainesville, and in libraries in Sweden.

RITA CLARE WARHEPA is assistant circulation librarian, San Diego (Calif.) State College library.

SIBYL E. WARREN became a member of the catalog department of Massachusetts Institute of Technology library, Cambridge, on July 1.

CARRIE LYNN WEST is assistant acquisition librarian at the central division of Joint University libraries, Nashville, Tenn. She had worked with the United Nations library.

HAROLD WIREN is now senior assistant librarian, science and technology division, University of Nebraska libraries, Lincoln.

JOHN B. WOOD is now supervising periodicals librarian, Los Angeles State College. He was head of circulation at San Diego (Calif.) State College library.

KAREN YVONNE YOUNG has returned to San Diego (Calif.) State College library as a catalog librarian after a year at the University of Illinois library, Urbana, as a cataloger.

FRANCES ZAMNIK became chemistry librarian at Indiana University library, Bloomington, on September 1.

MRS. BIRDINE A. ZARISKI is assistant librarian, college of law library, University of Nebraska, Lincoln.

Necrology

BERTHA E. BLAKELY, librarian of Mount Holyoke College from 1901 to 1936, died July 18, 1962 in Peterborough, New Hampshire. After graduating from Mount Holyoke in 1893, Miss Blakely attended the New York State Library School in Albany, was the librarian of the State Normal School in Trenton from 1894-95 and returned to Mount Holyoke as assistant librarian from 1895-1901.

EUNICE ALEXANDER ELEY, librarian of Belhaven College, Jackson, Miss., died on June 15.

MAURINE HUGHES, chief librarian at the Veteran's Administration hospital, Birmingham, Ala., died on June 29 in Nashville, Tenn., after a long illness. Her professional career was spent entirely in government service.

MRS. HENRIETTA T. PERKINS, assistant librarian of the Yale Medical library, died after a brief illness of but four days on Wednesday, September 26. Mrs. Perkins had been on the staff of the Yale Medical library since 1940, having earlier been at the Ohio State University library (1930-1936) and at the Boston Public library (1937-1940). A gay, vivacious and affectionate spirit, she was tremendously active with people, and participated in many local, regional, national, and even international library organizations and associations. She also had published various articles in professional journals and was a coauthor of *A Bibliography of Visual Literature, 1939-1944* published in 1945. But her greatest resource was her wonderful affection and warmth of friendship. Librarians will miss her when they gather in the future. —*Frederick G. Kilgour.*

BROTHER WALTER A. ROESCH, director of libraries for the University of Dayton, collapsed while playing tennis on Friday, Aug. 10, and died before arrival at Miami Valley hospital, Dayton. Brother Roesch joined the University of Dayton staff in 1946 and was named head librarian in 1954. He was appointed director of university libraries in January of this year.

RAYMOND WALKLEY, director of Tufts University library from 1928 until his retirement four years ago, died April 22 at Medford, Mass.

Retirements

GILBERT E. GOVAN retired at the end of the summer after serving as librarian at the University of Chattanooga (Tenn.) library since 1934.

GLADYS CORYELL GRAHAM retired after completing thirty-two years of service as librarian at UCLA at the end of August. She joined the staff of the reference department in September 1930.

FRANCES HAYNES, head of public services and reference librarian in the Strozier Memorial library at Florida State University, Tallahassee, retired on August 31 after thirty-six years of service.

ISABEL H. JACKSON retired on August 31 as head of the documents department of University of California library, Berkeley, a position she held for sixteen years. Miss Jackson spent more than thirty years with the reference department of the library.

ELIZABETH GREGORY MCPHERSON retired on September 28 after twenty-eight years of service in the Library of Congress manuscript division.

ANNA ROBERTS has retired as chief librarian and professor of library science at the University of Southern Mississippi in Hattiesburg, where she served for thirty-six years.

RUTH SCIBIRD, curator of the Stanford collection and senior librarian in the humanities and social sciences division of Stanford (Calif.) University library retired on August 31, after completing forty years of service in the library.

Doctoral Study In Librarianship — A Supplement

An analysis of doctoral dissertations in librarianship from the first, in 1930, through June 1959, was published in *CRL,* Vol. XX, (November 1959), pp. 435-53. This study revealed, among other things, that 129 dissertations had been accepted by five library schools in the thirty-year period. The list accompanying this note gives the names of forty-four men and women who earned the doctorate from July 1, 1959 through June 30, 1962 and, in each case, the name of the institution granting the degree. The institutional breakdown for the three-year period is as follows: California, 1; Chicago, 2; Columbia, 6; Illinois, 11; Michigan, 18; Rutgers, 4; Western Reserve, 2. For the whole thirty-three year period the figures are: California, 1; Chicago, 91; Columbia, 13; Illinois, 24; Michigan, 37; Rutgers, 4; Western Reserve, 3; total 173.

The 1959-62 group held positions in July 1962 as follows: college and university libraries, 29; library schools, 8; special libraries, 2; school libraries, 1; unknown or not in library work, 4. Employment in the libraries of academic institutions and in library schools dominates, therefore, as it did for the earlier group.

Space here does not permit further analysis of the data, but it may be pointed out that in the three-year period, 1959-62, more than one third as many doctoral degrees were granted as in the entire first thirty years, and that 44 per cent of the 173 degrees awarded to date have been earned since 1957. If the trend of the past five years should continue, as we have reason to believe that it will, there may well be as many as three hundred holders of the doctorate in librarianship active in the profession a decade hence.—*J. Periam Danton.*

BEDSOLE, DANNY THOMAS. "Library Systems in Large Industrial Corporations." Michigan, 1961.

BISHOP, OLGA BERNICE. "Publications of the Government of the Province of Canada, 1841-1867." Michigan, 1962.

BOLL, JOHN J. "Library Architecture 1800-1875; a Comparison of Theory and Buildings with Emphasis on New England College Libraries." Illinois, 1961.

BOOTH, ROBERT. "A Stochastic Theory of Documentation Systems." Western Reserve, 1960.

BUNDY, MARY LEE. "Attitude and Opinions of Farm Families Toward Matters Relating to Rural Library Development." Illinois, 1960.

CANTRELL, CLYDE H. "Reading Habits of Ante-Bellum Southerners." Illinois, 1960.

CARRIER, ESTHER JANE. "Fiction in Public Libraries of the United States, 1876-1900." Michigan, 1960.

DARLING, RICHARD LEWIS. "Reviewing of Children's Books in American Periodicals, 1865-1881." Michigan, 1960.

DUCAT, SISTER PETER CLAVER. "Student and Faculty Use of the Library in Three Secondary Schools." Columbia, 1960.

EL SHENITI, MAHMOUD EL SAYED. "The University Library and the Scholar: a Study of the Recorded Faculty Use of a Large University Library." Chicago, 1960.

ENNEN, ROBERT CAMPION. "Gradus ad Parnassum." Michigan, 1961.

FORREST, EARL. "A History and Evaluation of English Historical Annuals for 1701-1720 and 1739-1743." Illinois, 1961.

GARRISON, GUY. "Voting Behavior on Public Library Bond Issues: an Analysis of Three Elections in Seattle, Washington, 1950-1956." Illinois, 1960.

HAGLER, RONALD ALBERT. "The Selection and Acquisition of Books in Six Ontario Public Libraries in Relation to the Canadian Publishing System." Michigan, 1961.

HAGRASY, SEAD MOHAMMED. "The Teacher's Role in Library Service: an Investigation and Its Devices." Rutgers, 1961.

HARLAN, ROBERT DALE. "William Strahan: Eighteenth Century London Printer and Publisher." Michigan, 1960.

HARRAR, HELEN JEAN. "Comparative Storage Warehouses." Rutgers, 1962.

HINES, THEODORE C. "The Collectanea as a Bibliographical Tool." Rutgers, 1961.

HOAGE, MRS. ANNETTE. "Library of Congress Classification in the United States: a Survey of Opinions and Practices, with Attention to Problems of Structure and Application." Columbia, 1961.

HOLLEY, EDWARD G. "Charles Evans: American Bibliographer." Illinois, 1961.

JAHODA, GERALD. "Correlative Indexing Systems for the Control of Research Records." Columbia, 1960.

KEPHART, JOHN EDGAR. "Voices for Freedom: the Signal of Liberty, 1841-48." Michigan, 1960.

KIDDER, ROBERT W. "Contributions of Daniel Fowle to New Hampshire Printing, 1756-1787." Illinois, 1960.

KIPELA, RAYMOND EARL OLIVER. "Comparative Study of Library Legislation in Indiana, Michigan, and Ohio." Michigan, 1961.

KITTLE, ARTHUR T. "Management Theories in Public Library Administration in the United States 1925-1955." Columbia, 1961.

KRAUS, JOE W. "The Book Collection of Five Colonial College Libraries: a Subject Analysis." Illinois, 1960.

KRUZAS, ANTHONY THOMAS. "Development of Special Libraries for American Business and Industry." Michigan, 1960.

LOWRIE, JEAN. "Elementary School Libraries; a Study of the Program in Ten School Systems in the Areas of Curriculum Enrichment and Reading Guidance, with Emphasis on Fourth, Fifth, and Sixth Grades." Western Reserve, 1959.

MARINO, SAMUEL JOSEPH. "The French-Refugee Newspapers and Periodicals in the United States, 1789-1825." Michigan, 1962.

MONROE, MARGARET. "Evolving Conception of Adult Education in Three Public Libraries: 1920-1955." Columbia, 1962.

MORRISON, PERRY DAVID. "Career of the Academic Librarian: a Study of the Social Origins, Educational Attainments, Vocational Experience, and Personality Characteristics of a Group of American Academic Librarians." California, 1960.

MUNN, ROBERT FERGUSON. "West Virginia University Library, 1867-1917." Michigan, 1962.

NIEMI, TAISTO JOHN. "Finnish Lutheran Book Concern, 1900-1950: a Historical and Developmental Study." Michigan, 1960.

PARKER, JOHN. "Books to Biild an Empire: a Bibliographical History of English Overseas Interests to 1620." Michigan, 1960.

PENLAND, PATRICK ROBERT. "Image of Public Library Adult Education as Reflected in the Opinions of Public Library Supervisory Staff Members in the Public Libraries of Michigan Serving Populations over 25,000." Michigan, 1960.

RANZ, JAMES. "History of the Printed Book Catalogue in the United States." Illinois, 1960.

ROUSE, ROSCOE. "History of Baylor University Library, 1845-1919." Michigan, 1962.

SIMONTON, WESLEY C. "Characteristics of the Research Literature of the Fine Arts 1948-57." Illinois, 1960.

SKIPPER, JAMES EVERETT. "Ohio State University Library, 1873-1913." Michigan, 1960.

SLAMECKA, VLADIMIR. "The Semi-Centralized System of Technical Documentation and Information of the Czechoslavak Socialist Republic and East Germany." Columbia, 1962.

STEVENS, NORMAN D. "A Comparative Study of Three Systems of Information Retrieval." Rutgers, 1961.

VAN NOTE, ROY N. "Brush and Pencil; Tastemaker of American Art." Illinois, 1961.

WASSERMAN, PAUL. "Toward a Methodology for the Formulation of Objectives in Public Libraries: an Empirical Analysis." Michigan, 1961.

WILLIAMSON, WILLIAM L. "William Frederick Poole and the Modern Library Movement." Chicago, 1959.

COMPILED BY LEROY C. MERRITT
School of Librarianship, University of California, Berkeley

Review Articles

Virginia Almanacs

A Checklist of Virginia Almanacs, 1732-1850. By James A. Bear, Jr., and Mary Caperton Bear. Charlottesville: Bibliographical Society of the University of Virginia, 1962. xliv, [208]p. $7.50.

Because the almanac played a significant role in the reading habits and in the history of printing of the United States, studies such as that of the Bears are welcome. However, coming as it does, just prior to the publication of Milton Drake's comprehensive bibliography of American almanacs, 1639-1875, some may wonder if it is essential.

Checking the Bears's work against the collection of Virginia almanacs at the American Antiquarian Society, this reviewer found only one almanac not listed, the 1808 issue of *The Good Old Virginia Almanack* (Richmond, Thomas Nicolson). We also have several issues of *The Farmer's Calendar,* by Charles Egelmann, which, although printed in Baltimore, nevertheless bear a Virginia imprint. The Bears, no doubt, excluded this on the basis of its origin, a decision certainly defensible.

Proofreading slips in numbers 165 and 290 resulted in the exclusion of the location symbols, although Massachusetts Worcester Antiquarian Society has both. In addition, MWA is not credited with owning the following items: 33, 36, 37, 38, 103, 147, 209, 240, 253, 256, 284, 294, 329, 339, 348. This library also possesses variants of 245, 336, 340, and 354. Except for 245, they are minor. The first, however, is worthy of mention as the variation is to be found in the imprint, "John Warrock for Frederick A. Mayo."

Generally, the compilers have produced a useful work of limited scope. The biographical notices of the philomaths are a happy addition.

In truth, half a loaf is better than none, but it is sad that the publications of so distinguished a society appear in such shabby raiment.—*M. A. McCorison, American Antiquarian Society.*

Books Briefly Noted

Annual Report of the Librarian of Congress for the Fiscal Year Ending June 30, 1961. Washington: Library of Congress, 1962. 153p. $2.00.

Calendar of Meetings of National and Regional Educational Associations, 1962. Washington: The National Catholic Educational Association, [1962]. 44p. $1.00.

The Catholic Bookman's Guide, a Critical Evaluation of Catholic Literature, edited by Sister M. Regis. New York: Hawthorn Books, Inc., [1962]. 638p. $12.95.

The Communities of New York and the Civil War, the Recruiting Areas of the New York Civil War Regiments, compiled by C. E. Dornbusch. . . . New York: The New York Public Library, 1962. 31p. $1.50.

The Contemporary Arts, by Bartlett H. Hayes, Jr. [Chicago]: ALA in Cooperation with the Public Affairs Committee, Inc., [1962]. 20p. (Reading for an Age of Change, No. 2) $.60.

Directory of Finnish Research Libraries, abridged English ed. of the Guide to the Research Libraries of Finland, compiled by Eino Nivanka; translated by Leena Salminen. Helsinki: The Council of Research Libraries in Finland, 1962. 52p. 300 FMK.

Garrick and Stratford, by Martha Winburn England. New York: The New York Public Library, 1962. 72p. $2.50.

The Guide to Catholic Literature, 1961.... Joseph A. Placek, editor, Josephine Riss Fang, assistant editor. Villanova, Penna.: The Catholic Library Association, 1962. 355p. $9.00.

Handbook and Directory. [Washington]: Special Libraries Association, Washington, D. C., Chapter, [1962]. 61p. $1.00.

The Impact of the Library Services Act: Progress and Potential, papers presented at an institute conducted jointly by the University of Illinois Graduate School of Library Science and the Library Services Branch, U. S. Office of Education, November 5-8, 1961; edited with a foreword by Donald E. Strout. Champaign, Ill.: The Illini Union Bookstore, [1962]. 120p. $2.00.

Indexing Books, a Manual of Basic Principles, by Robert Collison. New York: John de Graff, Inc., [1962]. 96p. $1.95.

Information Handling and Science Information: a Selected Bibliography, 1957-1961, prepared by the American Institute of Biological Sciences, Biological Sciences Communication Project in cooperation with the American University Center of Technology & Administration, School of Government & Public Administration; Paul C. Janaske, editor. Washington: American Institute of Biological Sciences, B. S. C. P., 1962. n.p. $2.00.

Irving Langmuir, a Register of His Papers in the Library of Congress. Washington: Manuscript Division Reference Department, Library of Congress, 1962. 9p. $.30. (Distributed through the Card Division, Library of Congress).

The Landon Carter Papers in the University of Virginia Library, a Calendar and Biographical Sketch, by Walter Ray Wineman. Charlottesville: University of Virginia Pr., 1962. 99p. $7.50.

The Language of the Foreign Book Trade: Abbreviations, Terms, Phrases, 2d ed., [by] Jerrold Orne. Chicago: ALA, 1962. 213p. $5.50.

Libraries in the Netherlands. The Hague: Netherlands Librarians Association, 1962. 60p. Apply.

Lincoln Herald Analytical Index, 1950-1960, compiled by Wayne C. Temple and Glenna A. Rice. Harrogate, Tenn.: Lincoln Memorial University Pr. 1962. 39p. $5.00.

Magisteri Terrarum, a Selection of Old and Rare Books, 1497-1798, from the Library of the University of California, Davis, California, edited by Hilton Landry. Davis, Calif.: The Library, University of California, 1962. 55p. Apply.

Minnie Maddern Fiske, a Register of Her Papers in the Library of Congress. Washington: Manuscript Division Reference Department, Library of Congress, 1962. 16p. $.30. (Distributed through the Card Division, Library of Congress).

Plato Manuscripts: A Catalogue of Microfilms in the Plato Microfilm Project, Yale University Library . . . , edited by Robert S. Brumbaugh and Rulon Wells with the assistance of Mrs. Donna Scott and Harry V. Botsis. New Haven: Yale University Library, 1962. 2 parts $3.50.

Proceedings of the Conference on Training Science Information Specialists, October 12-13, 1961, April 12-13, 1962, Georgia Institute of Technology, Atlanta, Georgia, sponsored by the National Science Foundation, Dorothy M. Crosland, General Chairman. [Atlanta: Georgia Institute of Technology, 1962]. 139p. Apply.

Ready Reference Collection: A Basic List Developed for the Ready Reference Center of Library 21, Seattle World's Fair 1962. [Chicago]: Reference Services Division, ALA, [1962]. 41p. $.75.

Reference Books, a Brief Guide for Students and Other Users of the Library, compiled by Mary Neill Barton, assisted by Marion V. Bell, 5th ed. Baltimore, Md.: Enoch Pratt Free Library, 1962. 135p. $1.25.

Robert Burns, an Exhibition in the Noble H. Getchell Library of the University of Nevada, June 1—July 15, 1962, catalog by G. Ross Roy. [Reno]: University of Nevada Press, 1962. 27p. (Bibliographical Series No. 1). Apply.

Space Science, by Ralph E. Lapp. [Chicago]: ALA in cooperation with the Public Affairs Committee, Inc., [1962]. 52p. (Reading for an Age of Change, No. 1). $.60.

William Dampier, Seaman-Scientist, [by] Joseph C. Shipman. Lawrence, Kans.: The University of Kansas Libraries, 1962. 63p. $1.50.

Paper Deterioration . . .

(Continued from page 499)

that 73.05 per cent of the titles (7,665,800) and 57.34 per cent of the pages (1,720,570,000) were printed since 1869. Foreign imprints accounted for 65.72 per cent of the titles and 56.2 per cent of the total pages. A breakdown by decade of publication was made, as well as one by country of publication, but the number of items in each category is too small to provide estimates deserving of much confidence.

From the standpoint of preservation, the magnitude of one phase of the problem has been indicated more clearly than before by the estimate that books (*not serials*) printed since 1870 and represented in the National Union Catalog contain approximately one and three-quarter billion pages.—*Edwin E. Williams.*

Classified Advertisements

BOOKS

BUSINESS METHODS INDEX, monthly international coverage, books, pamphlets, articles, films, etc., over 25,000 entries annually. Sample, $1.50. Box 453, Ottawa, Canada.

CENTER FOR RUSSIAN LITERATURE. Art, Science, Fiction, Philosophy, Economics. Translations into English. Other spoken languages in USSR. Also records, children's books, arts & crafts, classics. Russian language study courses, dictionaries for students, etc. Mail orders filled. Free Catalogs. Phone CH 2-4500. FOUR CONTINENT BOOK CORP., 156 FIFTH AVE., N. Y. 10, N. Y.

STANLEY GILMAN, American History. Newspaper History and Out of Print Books. Box 131, Cooper Station, New York 3, N. Y.

INTERNATIONAL CONGRESSES is one of our specialties. Foreign books and periodicals, current and out of print. Albert J. Phiebig, Box 352, White Plains, N. Y.

SEARCH SERVICE: Want Lists solicited and promptly reviewed from stock of over 200,000 scholarly OP's. Books not on hand actively searched. Specializing in all standard lists. Ira J. Friedman, Inc., Main Street, Port Washington, L. I., N. Y.

PERIODICALS

PERIODICALS—sets, files, numbers—bought, sold, exchanged. Microcard reprints of rare files. Catalogues & buying lists. J. S. Canner Inc. Dept. ACRL., Boston 20, Mass.

OUT-OF-PRINT

COLONIAL BOOK SERVICE—Specialists in supplying the out-of-print books as listed in all library indices (Granger poetry; Essay and General Literature; Shaw; Standard; Fiction; Biography; Lamont; Speech; etc.) Catalogues on request. Want lists invited. 23 East 4th St., New York 3, N. Y.

POSITIONS OPEN

CIRCULATION LIBRARIAN. A person versed in modern charging systems and familiar with circulation procedures, preferably in college libraries. Capable of supervisory duties. Good working conditions and benefits. Salary $6,000 or better, depending upon qualifications. Please write to Hardin Craig, Librarian, Rice University, Houston, Texas.

EVENING SERVICE LIBRARIAN. Young man preferred, with a college degree and an interest in library science. Position is open to be filled immediately. Growing library with new quarters in the near future. Salary is $4,800 and the possibility of an increment in six months. An excellent opportunity to grow professionally. Apply: Mrs. Sylvia Y. Kaplan, Librarian, Chicago Medical School, 710 So. Wolcott Street, Chicago 12, Ill.

CATALOGER for large college library, 45 minutes from Times Square, in residential area. Fifth-year library school degree required. Working knowledge of one or more foreign languages essential. At least 3 years experience desired, but will consider candidates without experience who have had advanced cataloging. Starting salary up to $6,700 depending on qualifications, annual mandatory increments to maximum of $7,850. Work week 35 hours, 30 during summer. Six-week paid vacation, excellent health and retirement plans. Faculty status and tenure after 3 years of successful service. Air conditioned building. Write Box 619, ACRL, 50 E. Huron St., Chicago 11.

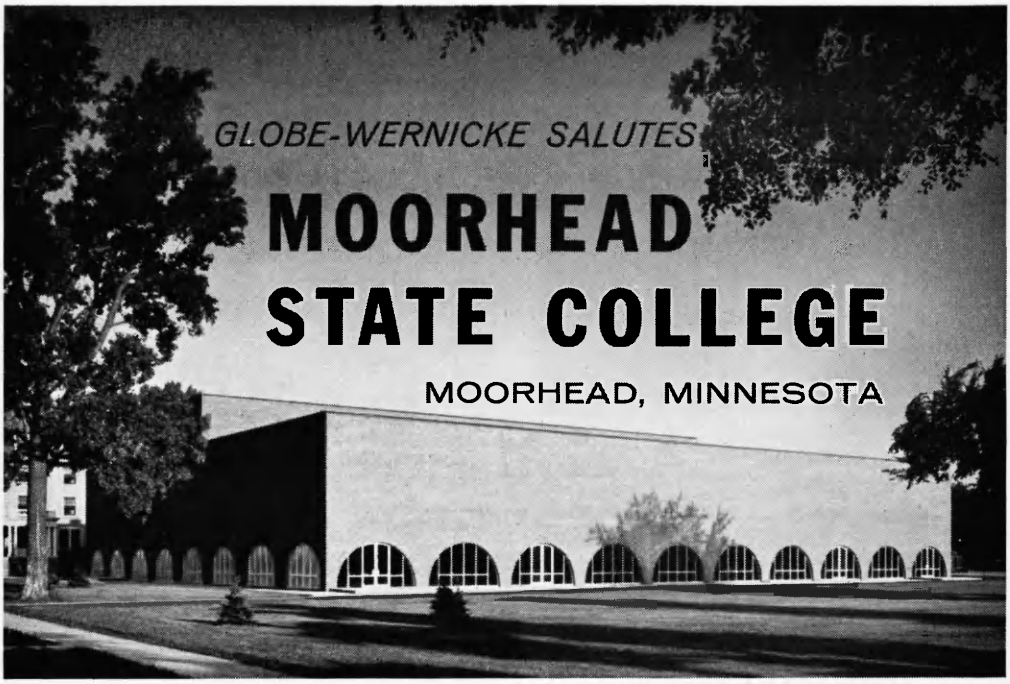
CIRCULATION LIBRARIAN & ASST. REFERENCE LIBRARIAN. Both open immediately. Fifth year degree; experience desirable but not essential. Salary $5,000–$6,000 depending on qualifications. One month vacation. New library building; rapidly expanding campus; progressive ideas welcome. Donald J. Pearce, Head Librarian, University of North Dakota, Grand Forks, N. D.

LOS ALAMOS SCIENTIFIC LABORATORY has an opening for a Technical Librarian who would be responsible for work in the technical processes section of our library. The position requires a degree in library science plus a scientific or technical background. Experience in a technical library is necessary. The ability to read German, Russian or French would be desirable as would training or experience in the use of machine methods in library work. Delightful year-round climate. 24 days annual vacation. Please send resume to: Recruiting Office, Los Alamos Scientific Laboratory, University of California, Los Alamos, New Mexico.

MISCELLANEOUS

INSTITUTIONS AND INDIVIDUALS are asked to communicate with Box 620, *CRL,* 50 E. Huron St., Chicago 11, if they have purchased or have been approached to purchase the following items.

American Philological Association. Trans. & proc. v. 1-80
American Journal of Archaeology. v. 1-62
Classical Quarterly. v. 1-53
Harvard Theological Review. v. 1-52
Mind. N.S. v. 1-60
Modern Philology. v. 1-57
Quarterly Journal of Economics. v. 1-74
Migne's Patrologiae
Corpus Inscriteonum Lateuorum



Founded in 1885, Moorhead State College has made the transition from State Normal School to State Teachers College to its present status as an accredited state-supported college of liberal arts. A focal point of the campus is the Livingston Lord Library, completed in 1960 in memory of the first president of the institution. The library, operated on an open shelf basis, utilizes Globe-Wernicke free-standing bookstacks for maximum flexibility. Weld Hall, at right, is one of the older classroom buildings—and uses the arch motif incorporated in the base of the Livingston Lord Library building. If you are considering a new library or modernizing an existing one, consult Globe-Wernicke's Library Planning Service. Write Department S-11.

GLOBE-WERNICKE

. . . makes business a pleasure

THE GLOBE-WERNICKE CO. • CINCINNATI 12, OHIO / Subsidiary of GLOBE-WERNICKE INDUSTRIES, INC.

UNIVERSITY OF Chicago PRESS

Fall 1962

■ *Just published*

HUMAN NATURE AND THE STUDY OF SOCIETY
The Papers of Robert Redfield, Vol. I
edited by Margaret Park Redfield. $10.00

IN DEFENCE OF POLITICS
by Bernard Crick. $3.75

FREE RESERVES AND THE MONEY SUPPLY
by A. James Meigs. Index. $4.00

REQUIREMENTS FOR CERTIFICATION
27th edition, 1962-63
by Mrs. Robert Woellner and M. Aurilla Wood. $3.50s

■ *September*

THE ILIAD OF HOMER
Translated by Richmond Lattimore with drawings by Leonard Baskin.
special price to Dec. 31, 1962: $11.50
thereafter: $13.50

THE ROOT AND THE BRANCH
Judaism and the Free Society
by Robert Gordis. Index. $3.95

THE TRIUMPHS OF PETRARCH
translated by Ernest Hatch Wilkins with drawings by Virgil Burnett. $5.00

JAZZ AND THE WHITE AMERICANS
The Acceptance of a New Art Form
by Neil Leonard. Index. $4.50

THE AMERICAN PARTNERSHIP
Intergovernmental Co-operation in the Nineteenth-Century United States
by Daniel J. Elazar. Index. $6.50

GRAIN YIELDS AND THE AMERICAN FOOD SUPPLY
by D. Gale Johnson and Robert L. Gustafson. $3.50s

■ *October*

INSULL
by Forrest McDonald. Illus., index. $4.95

CAPITALISM AND FREEDOM
by Milton Friedman. $3.95

LOST TRIBES AND SUNKEN CONTINENTS
Myth and Method in the Study of American Indians
by Robert Wauchope. Illus., index. $3.95

THE POLITICS OF SCARCITY
Public Pressure and Political Response in India
by Myron Weiner. Index. $5.00

THE QUEST OF SETH for the Oil of Life
by Esther Casier Quinn. Index. $5.00

OUR AMISH NEIGHBORS
by William I. Schreiber; with drawings by Sybil Gould. Index. $5.95

THE ART OF CHINESE POETRY
by James J. Y. Liu. Index. $4.50

THE CHOLERA YEARS
The United States in 1832, 1849, and 1866
by Charles E. Rosenberg. Index. $7.50

THE STRUCTURE OF SCIENTIFIC REVOLUTIONS
by Thomas S. Kuhn. $4.00s

LOGICAL FOUNDATIONS OF PROBABILITY Second Edition
by Rudolf Carnap. Index. $10.00

THE METHODS OF ETHICS
by Henry Sidgwick.
Seventh edition, *revised by E. E. Constance Jones.* $5.00s

THE PROBLEM OF INDUCTION AND ITS SOLUTION
by Jerrold J. Katz. $3.75s

LANDMARKS IN POLITICAL ECONOMY
Earl J. Hamilton, Albert Rees and Harry G. Johnson, Editors. $10.00s

EDUCATION AND THE CULT OF EFFICIENCY
by Raymond E. Callahan. Index. $5.50

GOOD BOOKS FOR CHILDREN
Revised and enlarged
edited by Mary K. Eakin. Index. $6.50

LIFE: ORIGIN AND DEVELOPMENT
by Gösta Ehrensvärd. Index. $4.50s

also in October
Contrastive Structure Series

General editor: Charles A. Ferguson, Director of the Center for Applied Linguistics in Washington, D.C.

THE SOUNDS OF ENGLISH AND GERMAN
by William G. Moulton. $2.75s

THE GRAMMATICAL STRUCTURES OF ENGLISH AND GERMAN
by Herbert Kufner. $2.00s

■ *November*

POLITICS IN THE 20th CENTURY
In Three Volumes
I: The Decline of Democratic Politics
II: The Impasse of American Foreign Policy
III: The Restoration of American Politics
by Hans J. Morgenthau. about $7.50 each

THE CHALLENGES OF SPACE
edited by Hugh Odishaw. Illus., index. $6.95

HEAL THE HURT CHILD
by Hertha Riese. Illus., index. $8.50

FROM THE RENAISSANCE TO ROMANTICISM
Trends in Style in Art, Literature, and Music, 1300-1830
by Frederick B. Artz. Index. $5.00s

EXCESS AND RESTRAINT
Social Control among a New Guinea Mountain People
by Ronald M. Berndt. Illus., index. $8.95

CAPITAL PUNISHMENT AND BRITISH POLITICS
by James B. Christoph. $4.00

s short discount

■ *December*

IGNATIUS DONNELLY
The Portrait of a Politician
by Martin Ridge. Illus., index. $7.95

THE SUPREME COURT REVIEW, 1962
edited by Philip B. Kurland. About $6.50s

THE SOLAR SYSTEM Volume IV
The Moon, Meteorites, and Comets
G. P. Kuiper, General Editor
B. M. Middlehurst, Associate General Editor.
About $12.50

THE UNDERACHIEVER IN READING
H. Alan Robinson, Editor. $3.50s

HOUSING AND INCOME
by Margaret G. Reid. $7.50s

THE STUDENT PHYSICIAN AS PSYCHOTHERAPIST
edited by Ralph W. Heine. $5.00s

BASIC RUSSIAN WRITINGS
A Selected and Annotated Bibliography on Russia and the Soviet Union
edited by Paul L. Horecky. $6.50

■ *Classical Reprints*

MEDIEVAL LATIN
by K. P. Harrington. $5.50s

A LATIN READER FOR COLLEGES
by H. L. Levy. $2.50s

A SURVEY OF CLASSICAL ROMAN LITERATURE Two Volumes
by D. P. Lockwood. $3.00s each

For complete catalogue write to

UNIVERSITY OF Chicago PRESS

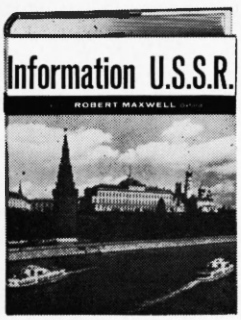
5750 Ellis Avenue
Chicago 37, Illinois

IN CANADA: The University of Toronto Press, Toronto 5, Ontario

INFORMATION **U.S.S.R.**

THE MOST COMPLETE SOURCE OF INFORMATION ON THE U.S.S.R. EVER PUBLISHED IN ENGLISH

Edited by Robert Maxwell, Oxford



This authoritative volume covers every major aspect of life in the U.S.S.R. It provides all essential information on the history, geography, people, political and governmental institutions, science, industry, culture, and sports. The book features a translation, by J. T. McDermott, of the entire survey volume (Volume 50) of the **Great Soviet Encyclopedia.** It includes addresses and pertinent details concerning the authorized trading organizations in the Soviet Union— who have a monopoly on imports and exports.

Chronological tables list important dates in the economic, social, cultural, and political history of the U.S.S.R. A statistical section contains the official census figures up to and including 1960 relating to population, production, and consumption, together with detailed facts about industrial and agricultural output, transport and communications, employment and training, education, living standards, etc.

The volume also includes addresses of institutions of higher learning, names of faculties, and a selected bibliography of recent books on the U.S.S.R. The final appendix is a résumé of the Third Program adopted at the 22nd Congress of the Communist Party of the Soviet Union.

982 pages **400 illustrations $30.00** **A Pergamon Book**

Use this form to order INFORMATION U.S.S.R.

Dept. CRL

Please send me . . . . . **copies of INFORMATION U.S.S.R. at the special library discount of 20%.**

Ship to:

(School or Library) . . . . . **Date** . . . . .

Address . . . . . **Purchase Order No.** . . . . .

City . . . . . **Zone** . . . . . **State** . . . . .

No. of Invoices Required . . . . .

Bill to (if different from above): . . . . .

. . . . . .

COLLIER-MACMILLAN LIBRARY DIVISION The Crowell-Collier Publishing Company
60 Fifth Avenue, New York 11, N. Y.

INDEX

College and Research Libraries

Volume 23, 1962

INDEX TO VOL. XXIII

Prepared by Richard Schimmelpfeng

ABBREVIATIONS

Standard abbreviations for names of organizations, ALA, ACRL, LC, etc., are alphabetized as if spelled out. Other abbreviations:

appt.	*—appointment*
cat.(s)	*—catalog(s)*
coll.	*—college*
ed.	*—editor, edition*
l.(s), ln.(s)	*—library(ies), librarian(s)*
port.	*—portrait*
ref.	*—reference*
rev.	*—review(er)*
univ.	*—university*